AMERICAN VOCATIONAL Journal

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Atlantic City—a Delightful Place for the 1949 AVA Convention

Photo by Fred Hess & Sons

IN THIS ISSUE

✓ Guidance in Home Economics
✓ Special Teachers of Agriculture
✓ Sell the Special First
✓ School Fair

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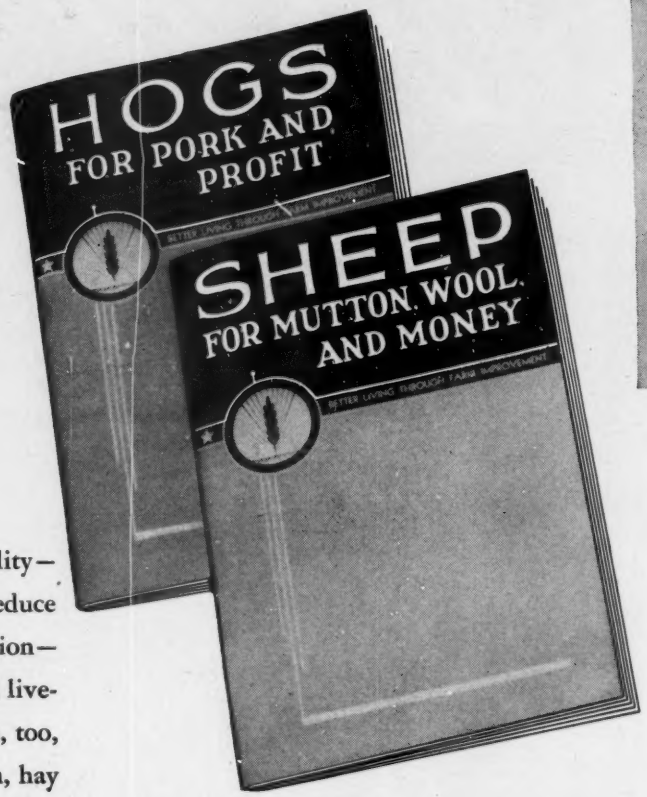

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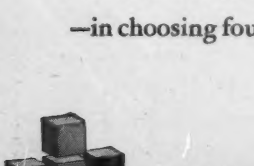

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AMERICAN VOCATIONAL Journal

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EDITOR-IN-CHIEF:

L. H. Dennis
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Avenue, Washington 5, D. C.

MANAGING EDITOR:

G. F. Theroux
American Vocational Association, Inc.
1010 Vermont Avenue, Washington 5, D. C.

EDITORS:

AGRICULTURE

BUSINESS—M. A. Browning
State Board for Vocational Education
Austin, Texas

HOME ECONOMICS—Mary Gillespie
State College
State College, New Mexico

INDUSTRIAL—Thomas Diamond
University of Michigan
Ann Arbor, Michigan

INDUSTRIAL ARTS—R. Lee Hornbake
University of Maryland
College Park, Maryland

PART TIME—R. L. Welch
State Board for Vocational and Adult Education
Madison, Wisconsin

REHABILITATION—O. F. Wise
State Dep't of Education
Montgomery, Alabama

VOCATIONAL GUIDANCE—C. E. Partch
Rutgers University
New Brunswick, N. J.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

COVER PHOTO

The boardwalk in Atlantic City, New Jersey, a famous feature of the noted seaside city in which our 1949 AVA Convention will be held next December. With its excellent convention facilities, fine hotels and pleasant climate, Atlantic City will provide an effective setting for a most successful AVA Convention.

EDUCATION FOR LIFE ADJUSTMENT....*Editorial*

DURING recent years considerable thought and attention have been given to education for life adjustment. It seems to be the consensus of opinion that roughly 20 per cent of our secondary age population can be served by our present traditional college preparatory high school curriculum. Another 20 per cent can be served by our presently recognized vocational curricula, and the remaining 60 per cent, who will neither go to college nor enter employment in the skilled and technical occupations, leave the secondary school with little or no training for life adjustment.

Assuming these percentages are approximately correct for the United States as a whole, the following questions may properly be raised: (1) Should more or less than 20 per cent of high school youth go to college? (2) Should more or less than 20 per cent of high school youth seek employment in the skilled and technical occupations? (3) Should vocational education extend its curricula to include occupations other than the skilled and technical occupations? (4) Is 60 per cent too high or too low a percentage of our youth to leave high school without specific training for proper adjustment to the life situations which they must enter upon leaving the high school? (5) Are our secondary schools keeping faith with practical democracy when such a great percentage is being ignored so far as education for life adjustment is concerned?

We have more and more millions each year in this country to be housed, fed and clothed. Our standard of living is such that the things which were luxuries a few short years ago are today necessary to our economy. For over one hundred and fifty years our natural resources have become less and less while our population has become more and more congested. Our way of life, in both rural and urban areas, is becoming more complex. These facts make it increasingly difficult year by year for the youth or adult to earn a satisfactory livelihood without specific training. The work of the world becomes increasingly more scientific, technical and highly skilled. It would appear that, if these and many other problems of our society are to be dealt with satisfactorily, a greatly expanded program of vocational education for adults and high school youth is imperative.

The indications are that the public in this country is interested in a higher per cent of its youth of high school age (1) entering college; (2) taking vocational training in preparation for skilled occupations; and (3) a modification of the curriculum to the extent that all of those who do not go to college or enter skilled occupations may have life adjustment training which will better fit them for an understanding of and a greater participation in their responsibilities as members of a democratic society.

Life adjustment of people rests upon the economic factor of earning a living. There are other important phases of life adjustment, but, unless and until there is established a sound economic foundation whereby people can earn enough to maintain a reasonable standard of living, there is but little that can be done effectively in the other phases of life adjustment. It cannot be assumed that vocational education can be operated in such a way as to benefit directly the lives of all people. It is directly effective only for those people employed or preparing for employment in those occupations which require considerable amounts of skill and technical knowledge in order to attain a reasonable degree of success.

Admittedly all of life adjustment education does not fall within vocational education. However, the only education which will ever be real life adjustment education is that education which properly introduces those being educated to real life situations. Vocational education does just that. The boy in a trade, the boy on a farm, and the girl in the home are all educated vocationally in and around actual life situations. They are properly introduced to, guided through, and helped to learn that which they need to know about actual and practical life problems. This is real life adjustment in an important phase of the economic area of living. There are other areas of living for which life adjustment education is needed but which must be based upon a sound economic foundation in order to be effective.

It would seem, therefore, that (1) vocational education is real life adjustment education in our phase of economic living, (2) vocational education helps to provide an economic foundation for life adjustment in other areas of living, and (3) vocational education sets a pattern for real life adjustment education which could be used to advantage in other areas of living.

The contribution of vocational education to life adjustment of people can and should be greatly expanded (1) by reaching more adults and high school youths with our present vocational curricula, (2) adding to our present curricula, education and training for a far greater variety of occupations by which people earn a living and make their contributions to the communities of which they are a part, and (3) broadening present vocational curricula to include a better understanding of the rights, duties and responsibilities of workers as members of society and as citizens.

When all phases of vocational education are fully developed and brought within reach of all those who would profit by such training the economic, social, and cultural life of this country will be greatly enhanced.

R. E. CAMMACK,
State Director of Vocational Education, Alabama.

AMERICAN VOCATIONAL ASSOCIATION, INC.

OFFICERS

E. L. WILLIAMS, President
Texas A&M College
College Station, Texas

L. H. DENNIS, Executive Secretary
American Vocational Association, Inc.
1010 Vermont Ave., N.W.
Washington 5, D. C.

CHARLES W. SYLVESTER, Treasurer
2811 Mt. Holly St.
Baltimore 16, Md.

JULIAN A. McPHEE, Past President
California State Polytechnic College
San Luis Obispo, Calif.

DONOVAN R. ARMSTRONG,
V.P. Business Education
State Department of Education
Baton Rouge 4, La.

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Cleveland 14, O.

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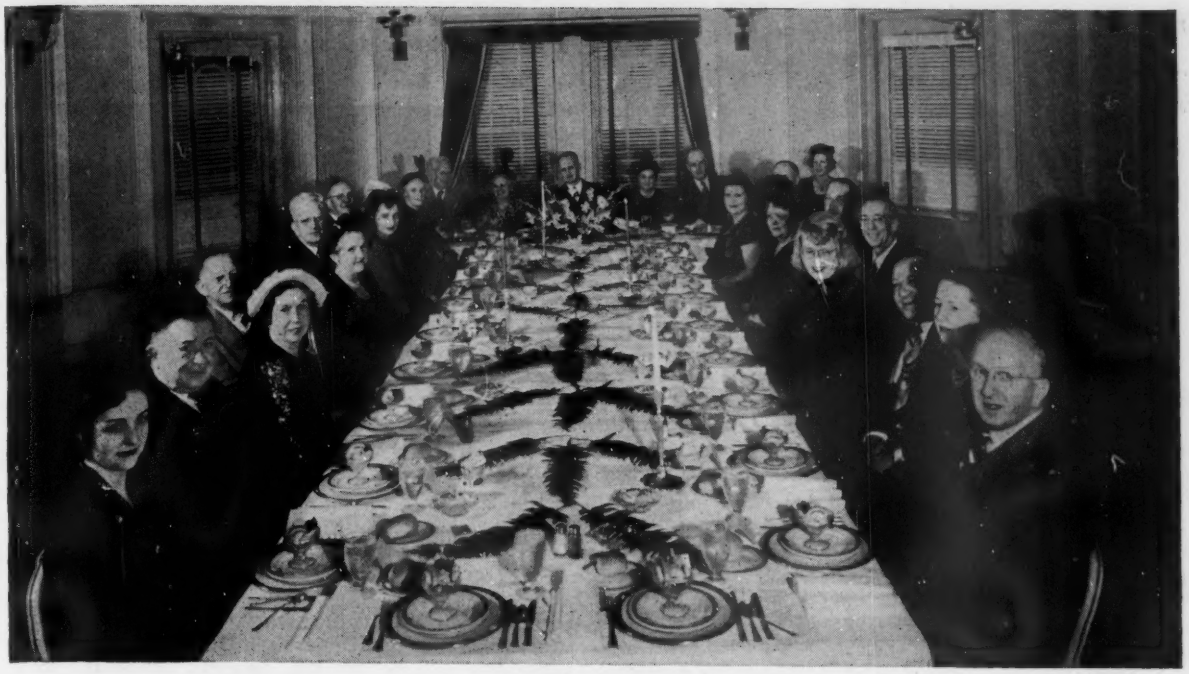


FRED HESS & SONS

Preliminary Convention Planning Takes Shape at Atlantic City Dinner Meeting Extended by Superintendent Potter of the Atlantic City Public Schools

ATLANTIC CITY CONVENTION

PLANS WELL UNDER WAY FOR AVA CONVENTION

December 6-10, 1949

L. H. DENNIS

THE above photograph is substantial evidence that plans are getting well under way for the Atlantic City Convention next December. The photograph was taken at a courtesy dinner meeting extended by Superintendent Potter of the Atlantic City Public Schools. The guests at the dinner included State Vocational Officials, an AVA Executive Sub-committee, the Assistant Superintendent in Charge of Vocational Education in Atlantic City, the Principal of the Vocational School, the President and the Secretary of the Board of Education and various officials in the Atlantic City School System.

The above group explored possible arrangements for the AVA Convention. Following this, your AVA Treasurer and your AVA Executive Secretary, as a Sub-committee of the Executive Committee, reported to our AVA President. Your three AVA Officers being in agreement regarding the Atlantic City arrangements, and the arrangements being agreeable to the State Director of Vocational Education, the Atlantic City Director of Vocational Education and the Superintendent of Schools, your three AVA officers made a series of recommendations to the Executive Committee. These recommendations have been approved by the AVA Executive Committee and plans are now moving forward promptly.

One of the recommendations included a change in the date proposed for the 1949 AVA Convention. It was found that the dates selected by the Executive Committee at its meeting in Milwaukee last December were not suitable dates because of other convention commitments in Atlantic City at that time. It was found that the Atlantic City Auditorium would be available for exhibits, and for meetings, and that hotel space would be available during the week of December 5. A change in date was, therefore, recommended to the Executive Committee and approved by the Executive Committee.

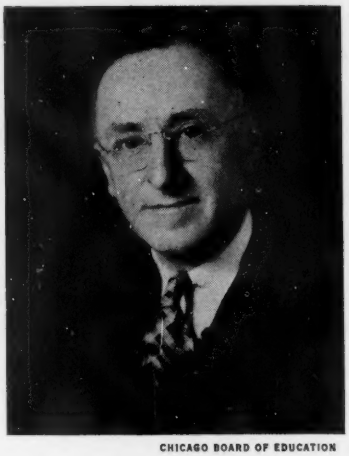
Preliminary pre-convention meetings will be held by several groups on Monday or Tuesday, December 5 or 6. The AVA Convention will open with a general session on Tuesday evening, December 6. The convention will close on Saturday noon, December 10. Exhibits and convention meetings will be held in the Atlantic City Auditorium.

Our AVA Conventions have been increasingly important in interest, programs and exhibits from year to year and the Atlantic City AVA Convention during the week of December 5, 1949 will, undoubtedly, prove to be another highwater mark.

The April issue of the JOURNAL will carry detailed information relative to hotel headquarters which have been selected for our various AVA groups. The April issue will give the list of the various hotels and will set forth the special hotel rates which have been secured in a range of hotels. Hotel reservations will be made through the Atlantic City Convention Housing Bureau. The April issue of the JOURNAL will contain full information as to how to proceed to secure hotel reservations.

THIRTY-TWO VOCATIONAL YEARS

PHILIP L. McNAMEE RETIRES FROM CHICAGO'S PUBLIC SCHOOLS



CHICAGO BOARD OF EDUCATION

Philip L. McNamee

WITH thirty-two years of service in the Chicago Public Schools to his credit, Philip L. McNamee retired on January 28 as Assistant Superintendent in charge of Vocational Education. Previous to entering the Chicago school system, he worked in the printing trade for fourteen years. He started as a compositor on the *Joliet Herald-News*, later joining the John F. Higgins Printing Company and the *Chicago Daily News* as a compositor and linotype operator. He was also with the Western Newspaper Union and did some newspaper reporting.

On entering the Chicago elementary schools in 1917 Mr. McNamee sensed the need for practical training to parallel the regular classroom instruction. It was only a matter of months before he was assigned as printing teacher to Hibbard High School, where he launched a monthly magazine and later a weekly newspaper, both printed in the school shop. He applied the correlation of subject matter right from the start. Art, English, salesmanship, and advertising were adjuncts of his publications. Linoleum blocks were used as cuts.

Mr. McNamee was invited to transfer to the Washburne Continuation School in 1924, where he continued to give integrated instruction. The position of industrial co-ordinator was created for him in 1927. He began to develop the related training program for apprentices. He brought representatives of industry, labor, and trade organizations together to formulate plans for the common good of the worker and industry. It became evident that certain procedures could be performed in the school rather than on the job.

Through co-operation, understanding, and experience a pattern for vocational education was established at Washburne Trade School. To this end Mr. McNamee organized a vocational curriculum bureau at Washburne for the production of classroom and shop teaching aids. As an outcome of the practical training for continuation school students and apprentices, there evolved a unit trade program for students of high school age who desire to prepare for the trades by taking a four-year course. Mr. McNamee recognized the undeniable right of every boy and girl of employable age to possess a marketable skill.

The process of developing Chicago's vocational education program was a slow and painful one. Beginnings were made in abandoned buildings or in rooms unfit for class use; castoff equipment had to be used because new machines were out of the question; materials were borrowed or collected wherever possible. Even Washburne Trade School's expanded program was started in a building left vacant when a large technical high school moved into its new, modern structure in a different neighborhood. There was some question about the need for additional space, but the demand for vocational work increased to such an extent that additional facilities soon became necessary. A two-floor addition was completed when World War II broke out. At the same time a large site was acquired across the street from the Washburne School for future expansion.

An exception to the old order was made with the completion in 1941 of the new Chicago Vocational School. It was at this time that Mr. McNamee was made Assistant Superintendent in charge of Vocational Education. As an up-to-date, spacious building located on a 22-acre plot, the new school had the facilities for giving the best type of practical training. This $3,500,000 educational plant was taken over by the United States Navy very soon after the school opened its doors for students. It became one of the nation's outstanding centers for training enlisted personnel during the war.

When the National Defense Training Program and later the War Production Program were instituted, Chicago was ready. An emergency setup was in operation in a fortnight, developing skilled workers for shops, factories, and offices. Almost any school that had shop equipment was utilized. Technical high schools and the vocational schools were geared to a schedule of shifts that kept these schools open on a 24-hour-a-day basis.

Mr. McNamee was made director of the school's training program for war production. Several schools were taken over entirely by the armed forces. He helped to organize the Navy Pier training program which was later administered by Navy officials. Three elementary school buildings were occupied by Army Signal Corps personnel. Training for industrial workers was also started in rented quarters. A total of 113,000 civilians and 43,000 enlisted men trained during this period for war production.

Mr. McNamee also directed the Veterans Training and Education Program for the Chicago Public Schools. This program started toward the close of the war. Special centers in several high schools were established for veterans who desired to complete the requirements for a high school diploma or who wished to take refresher courses for occupational use. These special centers were also made available in the evening schools for employed veterans. The veterans' training program is also operative in the Chicago City Junior College. As many as 13,000 veterans have been enrolled in various types of school work, but 8,500 veterans took some kind of educational training in 1948.

With the return of the school buildings to the Board of Education after the war, the equipment was admirably suited for vocational education. The continued need and the demand for practical training prompted the addition of several vocational schools until now Chicago has seven vocational, trade, and commercial schools giving instruction on a high school level. Four of these schools, in addition to offering day-school opportunities for full-time courses, opened their doors for adults who desire to pursue vocational evening school programs. The Vocational Department also supervises shop instruction in the regular high schools.

Chicago's apprentice training program involves training approximately 6,000 apprentices who are indentured in the various trades and attend trade school one eight-hour day per week with pay from the employer. This training program is the outgrowth of a gradual and efficient plan arranged by Mr. McNamee with the co-operation of the State Board of Vocational Education, organized labor, employer associations, the federal apprentice board in Washington, D. C., and co-ordinating agencies working with school representatives. Phases of this program have been adopted as a national pattern by different trade groups.

Every trade group has a co-ordinator who supervises the training program. He sees to it that every apprentice has the proper tools and equipment in the school classes. All of the trade co-ordinators work with the school, the contractor, the union, and open-shop groups. Agreement is reached as to the elements included in the instruction program. The co-ordinator's salary is paid by the unions, associations, or both.

He was instrumental in forming shop teacher clubs according to teaching subjects. Each group of shop teachers organized as a section, meeting monthly for good fellowship and a discussion of timely problems and topics or for touring industrial establishments, thus keeping up with the needs of the trade or industry. The annual conference of Chicago's shop and drafting teachers is now an event of importance.

With the co-operation of unions and trade associations Mr. McNamee has been influential in having approximately $1,000,000 of equipment donated to the several vocational and trade schools. Manufacturers and dealers have shared in providing equipment and materials, thus making it possible for the Board of Education to extend the vocational program in the schools. Thousands of dollars worth of government surplus materials have been secured for distribution to school shops.

MANLEY TRADE SCHOOL, CHICAGO

Apprentices in meatcutting at Manley Trade School, Chicago, demonstrate skills to employers, union leaders, and educators. Mr. Philip McNamee is third from left, front row

CHICAGO PUBLIC SCHOOLS

Apprentice confectioners at Washburne Trade School finish a sugar model of the Chicago Water Tower

Needed training for distributive occupations has been recognized. The Chicago schools conduct a varied program of classes. Employees of retail and wholesale stores and merchandising units attend these classes on a part-time basis. Several courses in retail merchandising on a co-operative basis are in force in several schools wherein the regular students spend half of their time in school and the other half working in stores.

Chicago is fortunate in having one of the few instructional programs for aviation mechanics training approved by the Civil Aeronautics Administration and certified by the United States Department of Commerce. This course is offered at Chicago Vocational, Washburne Trade, and Dunbar Trade Schools.

The vocational program of the Chicago schools has attracted visitors from every part of the world. Mr. McNamee has been recognized by several foreign governments for his counsel and courtesy to their educational representatives. Visitors have also come from every state in the union to consult with him and see his program in operation. He is well known to every industrial and labor group, locally and nationally. He has been active in educational, civic, and social organizations through the years. Conscious of the influence, value, and leadership of the American Vocational Association and the Illinois Vocational Association, he has always co-operated with officials of these and other organizations.

Mr. McNamee is leaving the Board of Education with an enthusiastic attitude toward the future of practical work because he feels that vocational training has resolved itself in a permanent education structure. He has seen it go forward in spite of the difficulties encountered. After his retirement he will become associated with the American School, Chicago, as Director of Educational Research.

EDUCATION'S LATEST CONTRIBUTION

JULIAN J. ANTHONY

WHEN the number of students enrolled in a college course increases three-fold in one year, there must be a good reason. Richard H. Smith, associate professor of distributive education at the University of Georgia, attributes the increased interest in his courses to the tremendous achievements that have been accomplished in the last year in the distributive education field in Georgia.

"Distributive Education gives practical and theoretical training in buying, retailing, fashion designing, store management and many other phases of the distributive end of business," Mr. Smith says. "It is one of the most practical courses in vocational education in that the student is given a chance to put his classroom theories into actual practice and to see the progress that he is making in his work."

Mr. Smith, who is now working on his master's degree in education at the University, is the state teacher-trainer of DE for the State of Georgia. For over seven years he was actively engaged in a successful business and taught vocational education in the schools of South Carolina. During the war, he set up a successful training program for the 28,000 employees of Bell-Aircraft Company in Atlanta from which resulted more than 750,000 man-hours of training.

"In surveying its overall activities, the Division of Distributive Education of Georgia found that its greatest weakness lay in its lack of instructors and teachers. Upon that conclusion, the teacher-training DE course at the University was established."

The DE program of teacher-training is a regular four-year college course and is so arranged that the student engages in actual business activities and transactions while he is attending classes. He prepares comprehensive reports of the work he is doing and submits them to his instructor as part of the required work in the course. In this manner his progress or deficiencies can be checked and many helpful suggestions and adjustments can be made in order to assist him. Even though the DE course is set up to train students as instructors in distributive education, they are also qualified to occupy positions in the business in which they have been trained.

Prerequisite to his actual "on-the-job training," the student completes certain courses in business administration, such as retail buying, marketing, and accounting, together with the regular liberal arts courses required in getting a degree in education. He studies the elements involved in distribution business organization and operation and the actual psychology of selling.

In the course which involves the elements of display, such as interior and exterior display, decorative effects and color schemes, the students select a department store or any other business concern in Athens, and, with the store's permission, arrange the window displays or other decorative display projects which the store may feature.

This year a contest was held among the merchants of the town as to which establishment had the best window displays. Not only the stores which have been decorated by the students compete, but also stores whose displays have been arranged by professional display decorators. The window display selected as the best was a product of one of the distributive education students, and as a result he was offered a job of decorating that concern's windows during his remaining time in school.

Prior to graduation the student is required to spend three months teaching in some high school at which courses in distributive education are offered. At present there are students who are serving as apprentices at high schools in Atlanta, Albany, Columbus, East Point, Macon and Augusta, Georgia. This period that is spent in observing the techniques of teaching and actually teaching is the completion of the DE teacher-training course.

The Distributive Education program which was established by the George-Deen Act of 1937 did not get under way in Georgia until 1940. The program is financed partly by Federal and partly by state funds. The University of Georgia is the only educational institution in Georgia that offers Distributive Education teacher-training. G.S.C.W. in Milledgeville, Georgia, has a similar program, but students are trained as retail buyers and sellers and similar positions, but not as instructors.

As one of the many accomplishments under the direction of Mr. Smith, the DE students at the University of Georgia are organizing a professional society that is national in scope and comparable to the professional fraternities and societies in such fields as journalism, psychology, and many others. If the attempt is successful in organizing this society, it is possible that it will develop into a national organization that will aid in nation-wide improvement of the program.

The state program of distributive education in high schools has been set up on a two-way plan. These courses are designed so as not to interfere with the regular curriculum offered in high school. Since the majority of high school students who do not plan to enter college go into the buying and selling end of business, courses in retail buying and selling, store management, and merchandise recognition are offered in their curriculum. But, for the students who do plan to take advantage of a college education, these courses can be offered as entrance requirements for the course that they wish to pursue in college.

In the high schools which offer this training, the student attends classes for one-half of the day and spends the remaining half at work in a store where his training is put into actual use. The instructor in charge matches the student with the job to which he is best suited and most interested. He organizes the credits of the students, checks on the progress and suitability of the job through actual observation, and makes any changes that are to the advantage of the student.

Concrete proof that the system is successfully working lies in the placements of students after being graduated from high school and their ability to maintain their position.

"In Atlanta, Georgia, high school graduates in DE are now employed by Davison-Paxon Company in capacity of assistant buyer for the cosmetic department; the King Hardware Company as branch manager; the W. L. Douglas Shoe Company as assistant store manager, and by Sears and Roebuck as junior executives," said Mr. Smith in quoting from his list of high school placements. Since this program has been designed to help students receive the maximum training possible, the maximum benefits to the buying public and to merchants should result as well.

THREE ASPECTS OF PROCEDURES IN STUDENT TEACHING, PRESENTED AS A SYMPOSIUM AT MILWAUKEE BY AVA'S HOME ECONOMICS SECTION

GUIDANCE IN HOME ECONOMICS

GUIDANCE IN THE HOMEMAKING PROGRAM

Genevieve Pohlman
Homemaking Dep't
Reno High School
Reno, Nevada

THE content of home economics is particularly rich in guidance values, as home economics is concerned with that which affects personal and family living, the development of wholesome personalities, and the working out of satisfying human relationships. It provides many opportunities for a variety of experiences which help to meet the individual needs, interests, and capacities of students as well as to help them to find their places in the vocational world. These values are more likely to be realized if the home economics teacher keeps in close touch with the homes, the parents, and the community and adapts her course to meet the needs and interests of her students.

Graduate student Edna Ruth Humberd receives counseling from Alberta Young, University of Tennessee

Since a teacher's time is limited for individual counseling, it is essential that many problems of youth be solved in the classroom. In many ways, classroom guidance, too, has an advantage over individual guidance in the consideration of many typical adolescent problems in that a student has an opportunity to look at her problems more objectively, especially when she sees that others in the class have, or have had, similar problems.

Whether a teacher uses class room guidance or individual counseling, it is essential that she know her students well—their backgrounds, abilities, and interests. The informal organization of homemaking courses in the high school lends itself to friendly personal contacts with individual students. Other means of getting acquainted with them are visits to their homes and chats with their parents. Autobiographical sketches, personality tests, and rating scales are other devices frequently used, many of these in connection with units in relationships.

An understanding of why people behave as they do will also help a high school homemaking teacher to know her students better and to be able to help them achieve emotional maturity. The teacher must know that bravado, cocksureness, and a pretended superiority are often signs of a feeling of inferiority, and that it is her responsibility to provide that person with a sense of her own personal worth by giving her opportunities to contribute to the group—to demonstrate her ability along some line. The teacher must know what the basic needs of all individuals are and to help her students to meet those needs for affection, recognition, security, and new experiences.

In order to plan a course of study which will meet the needs and interests of boys and girls in her classes, the high school homemaking teacher must also know what the typical problems and concerns of adolescent boys and girls are. Studies have shown that young people are vitally concerned with their relationships with their peers, with their parents and other adults, and with members of their own family. They are troubled with etiquette and social customs, sex and moral problems, money problems, as well as with problems of a vocational nature. What shall I do when I finish high school? What will I study in college?

The units in relationships offer particularly fine advantages to deal with student problems of this nature. Students need to help set up their own goals, to share in the planning of the units and the learning experiences which will help them to meet their goals. It is essential, also, that they evaluate their results in terms of goals set up.

There are many opportunities in the high school homemaking department for guidance in helping students to learn to work with others in a satisfactory relationship. Working together, for instance, in a foods laboratory can be much more than preparing and serv-

ing a meal in an acceptable fashion. It is the teacher's role to so guide the students that they are able to plan their group work, sharing the preparation and the serving of the meal and the various responsibilities in order that each person will have the opportunity for a variety of learning experiences. Each individual will be solving problems of relationships with his peers as well as learning skills in cooking.

Guidance in helping students to meet their needs of belongingness, recognition, new experiences, and security are also a part of the high school homemaking teacher's responsibility as we have mentioned before. It is important that we guide our students into having successes rather than failures, as out of success comes a feeling of security and recognition for something well done. How important it is that the lemon pie is really good and that the dress is something the girl will enjoy wearing, for then the girl increases her feeling of personal worth.

The high school homemaking program can also provide many opportunities for pupils to get experiences in developing social skills that are so important to their being accepted by their peers and by adult groups. In addition to actual classroom practice of giving a tea, introducing people in a receiving line, and dining out in a restaurant, FHA parties for their own age groups, teas for mothers and teachers, luncheons for the faculty, dances sponsored by the FHA—all these help students in their ability to feel at ease in a variety of social situations. All these are an essential part of the guidance program in the high school homemaking department.

High school homemaking teachers also have many opportunities for vocational guidance. I believe that some of the best guidance work of this type can be done through informal chats with girls. If any student shows any particular talent for home economics work—sewing, food demonstrating, and so forth, the homemaking teacher may point out to her possibilities for a career in that type of work. Also, many opportunities arise in the classroom for a better understanding of careers in home economics. These we should be careful not to pass up.

Guidance in the solving of personal problems is often accomplished through helping students in their planning and carrying out of home experiences. Some guidance work in choosing home experiences and in determining or setting up problems for solving can be done in the classroom situation. At the time goals for the course are set up, the teacher, in addition to guiding her students to think along the lines of which classroom experiences can contribute to meeting the goals they have set up, can also guide students into considering which home experiences would also contribute to meeting the goals. Standards for a good home experience can also be discussed in class such as: Does this experience meet the girl's needs and interests? Is the experience a real challenge, yet within the girl's ability? Is the cost within the financial means of the family? Will the project contribute to better family relations? As a result of this classroom guidance, many students will come to their conference period with well-formulated plans for accomplishing some objective. Others will need guidance in identifying their problems or in setting up a plan and in determining whether or not it meets the suggested standards.

Because teachers of homemaking are not ordinarily guidance specialists, they should realize that they may not be equipped to help students with all their problems. In the case of deeply rooted family troubles, for instance, the teacher might advise the student to consult some counseling service in the school or, if none is available, to consult her minister or family doctor, or some other sympathetic person.

The high school homemaking teacher must realize that her effectiveness will be evaluated in terms of her ability to understand her students, to develop a curriculum to meet their needs, to provide a democratic atmosphere, using goal-seeking methods and to use a diversity of materials and experiences in order that her students will be stimulated to make adjustments needed to solve their problems and further their growth.

SOME GUIDANCE TECHNIQUES

Myrna P. Lapidus
Home Economics Education
State Teachers College
Plattsburgh, New York

THE quality of guidance throughout the induction period of the student home economics teacher is reflected in her "readiness" to contribute to her "fullest" capacity in the teaching center. Some of the signs of her "readiness" might be an evident enthusiasm and desire to have opportunity to apply her college "equipment" for teaching to the "real" situation; an evident interest and eagerness to work with young people and initiative in becoming better acquainted with them. She should display an interest in being analytical about how to teach and a desire to seek guidance in development of effective teaching techniques, as well as the ability to become familiar with the intimate environment of the pupils in order to make her efforts of work for improvement felt. To become better acquainted with parents and other adults in the home helps the teacher to make learning experiences for the pupil more realistic and applicable to life situations. Finally, an interest in the Home Economics profession and the contributions of experienced home economists is, of course, essential.

One sequence of induction for student teachers that is proving rewarding in its use is, first, a junior methods class, in which rating devices and check lists for effective teaching are used. The same devices are used in senior methods. Second, the juniors meet the supervising teachers as a group in the spring. Third, the senior teacher educators meet with the juniors in the spring of the year to discuss overall views of teaching center communities, and to make choices of centers (criteria established). Fourth, a cooperating center data form is provided for students. Fifth, a planned correspondence is initiated between supervising teacher and student, in which the student discusses special interests and abilities and previous teaching experience, and the supervising teacher supplements the data sheet, guides current activities, and makes a tentative time block for units. Sixth, orientation in the teaching center to include a planned conference with administrator, supervising teacher and student teacher, pertaining to the student teacher's part in the school and community program; planned attendance at social events and faculty meetings; familiarity with the school organization and how the homemaking program fits into the whole program. Attention is important to adjustments to new living situations and for participation in community activities, including meeting key people. This will aid in the efficient use of resources available in the school and community for finding the backgrounds, needs and interests of the pupils.

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Dairy cattle exhibit at the F.F.A. Vermont School Fair at Bradford

SCHOOL FAIR

Vermont F.F.A. Chapter Sponsors Successful Exposition

J. Arthur Peters
Teacher of Vocational Agriculture
Bradford, Vermont

Picking a winner at the Bradford Fair

THE First Connecticut Valley Exposition, planned, organized, and sponsored by the Bradford Chapter of the Future Farmers of America, Bradford, Vermont, has won the applause of folks from miles around. In fact, the valley is still echoing with praise for the leadership and initiative displayed by this group of farm boys in revitalizing one of the north country's most time-honored educational institutions, the community fair. Since this is a good example of the excellence of performance which can be expected of vocational agriculture students when properly advised, a rather detailed analysis of this educational venture is hereby presented.

Developments Leading to Organization

Located in the heart of the Connecticut Valley, Bradford, Vermont, is a good location for an agricultural exposition in that no other competing fair is located nearby and the community is agricultural in nature. In fact until 1913 the Bradford Fair served annually as host to neighboring townsmen. With the development of a community recreation field in the spring of 1948, interest was again evidenced in a community fair. On the advice of the local advisory committee, the school trustees were approached in June and permission secured for the F.F.A. to use the school facilities for a two-day fair if one should materialize. A committee elected by the F.F.A. Chapter to contact a cross section of possible commercial exhibitors reported 100 per cent cooperation. In July the chapter voted to sponsor the show and made plans for its organization and operation.

Purposes

Feeling that a clear understanding of purposes would prove beneficial in guiding the chapter members to the desired outcomes, the following purposes of the fair were formulated.

1. To provide an educational experience for F.F.A. members in cooperatively planning and operating a community service project.
2. To better acquaint the community with the purposes, organization, and program of the F.F.A.
3. To provide an incentive for members of the local chapter to improve their supervised farming programs.
4. To focus attention on community resources and opportunities.
5. To revive a lagging community spirit.
6. To better the financial standing of the chapter.

Organization

A committee was placed in charge of each of the following seven phases of organization: grounds layout; commercial exhibits; educational exhibits; concessions; judges; advertising and publicity; and program. One of the biggest problems involved, that of allocating space, fell into the lap of the Grounds Layout Committee. It was decided to use the high school building as follows: the gymnasium housed the appliance exhibits, floral displays and vegetable exhibits; the farm shop housed the poultry exhibits; classrooms were used for other commercial exhibits and educational exhibits; and the study hall was used for culinary products, needlework, and handicrafts. Using snow fence borrowed from the State Highway Department, the community recreation field was transformed into a midway, livestock pens, farm machinery display areas, horse show arena, and athletic field. A temporary water line was run to the livestock section and all areas in need of electricity were wired. Floor plans of the high school and layout sketch of the recreation field proved to be indispensable aids in allocating space, and an invaluable tool for coordinating the work of the several committees.

The Committee on Commercial Exhibits contacted all of the business establishments in the area and offered both inside and outside standardized 5′ x 7′ spaces for rent. Sufficient income was realized from renting commercial exhibit space to cover the amounts allotted for prizes. A total of $500.00 was used for this purpose.

Local, state, and federal agencies were contacted by the Educational Exhibits Committee and offered free exhibit space. This committee also set up the several livestock and vegetable classes. The response of service organizations and individuals alike was gratifying. The educational exhibits comprised the backbone of the fair.

The Concessions Committee contacted high school organizations, local men's clubs, and neighboring F.F.A. chapters and invited them to participate. All concessions were made on the basis that 25 per cent of the net proceeds were to be turned over to the Bradford F.F.A. The committee selected the games of skill and types of refreshments to be served and arranged for the purchase of prizes and game equipment. Twenty conces-

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Editor's Note—An article with a "punch" deserves frequent reprinting. Because we want AVA members to read and ponder, we are glad to publish Dr. Corey's little satire, reprinted from Childhood Education, Missouri Schools.

POOR STUDENT OR POOR SCHOOL?

DR. STEPHEN COREY

NO, I'm not very good in school. This is my second year in the seventh grade, and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the classroom, because outside I can tell them how to do a lot of things. They tag me around, and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never say very much. Seems like they don't think you know anything unless they can name the book it comes out of. I've got a lot of books in my room at home—books like Popular Science, Mechanical Encyclopedia, and the Sears' and Ward's catalogs—but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything secondhand I look it up in Sears' or Ward's first and tell her if she's getting stung or not. I can use the index in a hurry.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight.

I'm not too sorry, though, because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over, but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment of air pressure so I just kept still. The kids seemed interested, though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tear a big truck Diesel down. Boy, does he know his stuff!

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about 200 miles, and we brought almost 10 tons of stock to the Chicago market. He had told me where we were going, and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was it fun! I sat with a map in my lap and told him to turn south, or southeast, or some other direction. We made seven stops, and drove over 500 miles round trip. I'm figuring out what his oil cost, and also the wear and tear on the truck—he calls it depreciation—so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said—all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school arithmetic, either. Seems I just can't keep my mind on the problems. We had one the other day like this: "If a 57-foot telephone pole falls across a cement highway so that 17 5/6 feet extend from one side and 14 9/17 feet from the other, how wide is the highway?"

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I don't get very good grades. All of us kids made a broom holder and a bookend this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner, and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer, but the shop teacher said that meant using metal and wood both, and I'd have to learn how to work with wood first. I didn't see why, but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him ten dollars.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week, because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist Home. I made the jungle gym from old pipe, and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I am fifteen, and I am sort of anxious to because there are a lot of things I want to learn how to do and, as my uncle says, I'm not getting any younger.

. . THE BADGER GIFT LIBRARY

DEWITT HUNT, *Head*
Department of Industrial Arts Education and Engineering Shopwork
Oklahoma A. and M. College

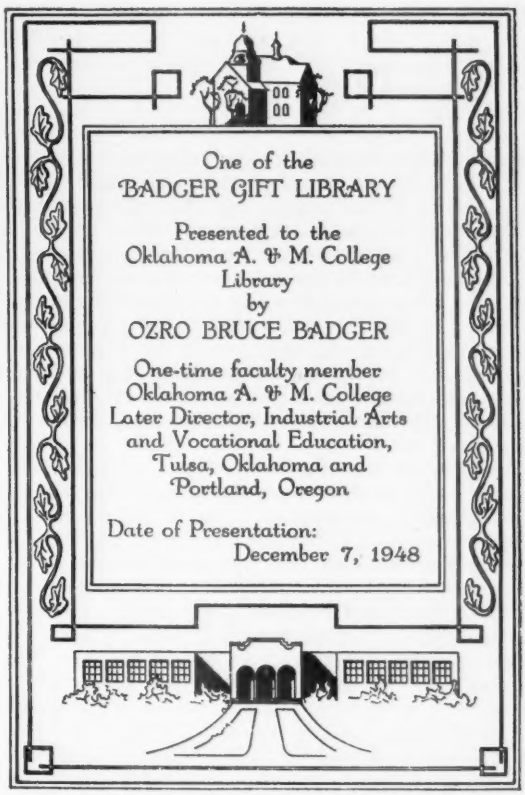
Ozro B. Badger formally presents his library to Oklahoma A & M College

THE purpose of this article is to pay tribute to the donor of a complete library of books on industrial education, and the donation was made, not after the owner of the books had gone to his final reward, but in the prime of life. The gift referred to includes more than four hundred books and one hundred or more pamphlets and paper-cover books, presented to the Oklahoma A. and M. College Library by Mr. O. B. Badger, formerly Supervisor of Industrial Arts and Vocational Education in Tulsa, Oklahoma, and Portland, Oregon. The story of the presentation of this library follows:

During the 1948 Summer Session, Mr. Badger, in a visit to the college campus, asked the question, "What can I do with my books on industrial arts and industrial education since I know I will not return to the teaching profession?" The question was answered with the suggestion, "Why not establish the 'O. B. Badger Gift Library' as a part of the library of the Oklahoma A. and M. College?" From this discussion, and after a considerable amount of correspondence with Mr. Badger and with the college librarian, a plan was perfected to accept the offer of Mr. Badger's complete personal library, to add these books to those already in the library, but to identify them by means of a special bookplate which would indicate the source of the book.

The designing of a bookplate became a problem in the industrial design course. Each student enrolled in this course presented a sketch of the proposed bookplate. One student included a sketch of "Old Central," the oldest building on the campus as well as the oldest in the state, as the keystone of the design. Across the bottom of the design he sketched the front of the Industrial Building, which is a one-story building 268 feet long. This basic idea was revised and drawn by an artist-architect in the College Building and Planning Department, and a cut was made. By printing the bookplates from the cut and the lettered material in a second run, the finished bookplate shown on this page resulted. Of course, these plates were printed on gummed paper.

When the fall semester opened, the student officers of the Student Branch of the Oklahoma Industrial Arts Association and of the Trade and Industrial Club were



Bookplate to be used in volumes of the Badger Gift Library

asked to assist in the formal acceptance of the gift library. The two presidents, acting as a committee, arranged for an "Acceptance Dinner" which was held on Tuesday evening, December 7, 1948. At this dinner, more than eighty industrial education students and faculty members were present. Mr. Edmon Low, College Librarian, accepted the gift for the college. Dean Edward R. Stapley of the Division of Engineering endorsed the acceptance and spoke of the benefits derived by the college students from an adequate library. Mr. Badger had been asked to present his matured opinions and views concerning the future of industrial arts and trade and industrial education in the public schools of America. The four hundred books were on a table in the center of the banquet hall. This fine example might well be followed by many of our professionally mature industrial education men when they find they no longer need their professional and technical libraries.

Mr. Badger has been employed in private business for more than four years and has been successful in commercial pursuits just as he was successful in industrial education positions. He finished high school at Graysville, Indiana. He attended Bradley University, University of Wisconsin and Kansas State Teachers College, where he secured his Bachelor's degree. He later attended the University of Wichita, Washington Uni-

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MAN, A TOOL-USING ANIMAL, BUT....

WILLIAM J. MICHEELS

Associate Professor of Industrial Education
University of Minnesota

MAN is by nature a tool-using animal. Wherever you find man you find tools. Without tools he can do little. With tools the possibilities are unlimited.

The development of our civilization has been conditioned largely by man's ability to devise and use tools in meeting his needs and in improving his standard of life. The invention of the bow and arrow accounts for one phase of this rise and advancement. The development of television will undoubtedly be responsible for another. The lever, the simple screw, the pulley, the wheel and axle are but a few of the many similar contributions that have made possible the present plans upon which we live.

The compass and the power engine were responsible for the two great economic transitions of modern times. A little needle rotating on a pin brought about the breakdown of an early type of isolationism. Man was freed to roam the seas. He was no longer restricted to the narrow confines of a single continent. As a result he learned to know other people; he learned to trade with other people; he became dependent upon other people. Civilization grew vertically as well as horizontally.

This era has been called the Commercial Revolution, but it came about because man learned to use a simple tool intelligently. I say it was a simple tool because our grade school children today can make compasses that work. Perhaps you are thinking of another ingredient that should be added to this formula. We will come to that shortly.

Somewhat later than the compass, James Watt expropriated various discoveries and assimilated them into a steam engine that worked. This mechanism, simple by today's comparison, was likewise responsible for an era in which man's ways of working and living were changed radically after thousands of years of the same standard pattern. As a result of the Industrial Revolution we could make things faster; we could make things cheaper. We were able to trade with still other people; we became even more interdependent. Materially, civilization continued to grow, this time by leaps and bounds.

Now comes atomic energy and we visualize ourselves on the threshold of a transition era that staggers the imagination. Isolationism of all types will fade even faster. Man will become even more interdependent. Technological research and development will create even better tools, machines and materials. Our standard of living should begin to rise at a gallop.

To this point what are the implications for education? What does this mean as far as industrial arts teachers are concerned? Democratic education, in its broadest sense attempts to impart the heritages that have accrued throughout the ages. It also endeavors to prepare youth for purposeful, active participation in our way of life. It is only logical, therefore, that curricular provision be made for experiences that deal with the development and use of tools, materials and machines.

An eminent research physicist told me recently that he had taken a car apart and put it together again before he was sixteen. He said that he doubted if a young person could be very successful as a research worker in physics without having engaged in such activities as a youth. I am not sure about the validity of such a prognosis, but I would guess that there is more than a grain of truth in such a statement. In past generations these manipulative and "handy-man" abilities, like the "3 R's," were transmitted directly from father to son. Today, at least some of this responsibility is placed on the school.

Tools, materials, machines—without them any nation would cease to be a modern nation. But wait. . . . Man is by nature a tool-using animal, yes. But living is more than tool-using. Real progress requires much in addition to thing-making. To this point in our discussion we have neglected the most important factor in the formula—the power of thought and ideas. This is the common error of those who would place technology on a pedestal and expect it to provide the panacea in our quest for an effective and happy way of life.

It is well to remember that tools and machines are devices used to facilitate an action; they are a means to an end. They have their inception in the mind of man. The ends which they help to attain are determined by the thoughts of man. The ends may be good or bad. Machines have no morals. It is man's thoughts and ideas that determine whether machines will be used to construct or to destroy.

New tools and machines will continue to be invented. They are needed. They will be useful. Many will be important. But even more important is the need for new social inventions—inventions in human relations that will enable people to live together and work together without fear of personal oppression, without fear of economic depressions, without fear of political wars.

What are these things we call social inventions? You are well acquainted with them. You live by them every day. Some are clear and simple. Others are nebulous and complex. Driving on the right side of the road is one such simple device. Voting by secret ballot is another. Our Constitution and the United Nations organization are likewise such inventions, though substantially more complex. If there were time, we would find it interesting to explore the ramifications inherent in just such a device as driving on the right side of the road. As you know, it is done differently in England. Plenty of newspaper headlines in this country tell us what happens when persons ignore this convention.

The point to our discussion is this: these social inventions do not just happen. They are creations of man. They result from ideas. They are based on well-known principles. They demand as much research as any of the natural sciences.

The invariable question is to ask why man does not invent social devices that will enable him to keep up

with the new tools and machines. Why is there such a lag between technological advance and social progress? Even a cursory examination will show that the principles for an improved morality have long been known. In fact, that is one of the reasons for the lag—it is not something new. We would only have to put into practice things which we have known for a long time and have heard repeated again and again. The Sermon on the Mount contains a poignant set of values which, if practiced, could remedy most of the world's ills overnight.

Whenever we think of this lag the influence of vested interests and prejudices comes to mind. A further understanding is to be gained by comparing the ingredients that are necessary in each process. Technological inventions are concerned with inanimate objects that have no say about what happens to them. There is no lag in adapting a new discovery to immediate technical use.

For example, the research has recently developed a new process for extracting titanium from its ore. We have known about titanium for a long time. Titanium dioxide is the pigment in most white house paints. Now it will be available as a pure element. It turns out to have wonderful possibilities. We are told it is as strong as stainless steel and much lighter. The next step is to experiment with a variety of alloys. I understand that metallurgists predict many different uses.

But suppose the pure titanium were able to say, "I will not associate with a piece of copper. I don't care if it will make me stronger." Or, "I have been refined in Delaware. I refuse to have anything to do with carbon that comes from Pennsylvania."

Let us skip to the airplane. There is no question raised about putting a "jet" engine into an aluminum fuselage even though reciprocating engines might have previously been used exclusively. The question of choice on the part of the materials does not enter.

On the other hand, social advancement is almost entirely dependent on human choice. The ability to live, work and progress cooperatively and happily is the result of education, not edicts. There are no race riots when there are ghettos. There is no unemployment in a concentration camp. By the same token there is no human progress.

When people are given a freedom of choice, mistakes will be made. It may result in confusion; it may bring some consternation. But progress comes when we learn to profit from our mistakes. That is the role of education.

It is this freedom of choice that is the fundamental reason why human progress lags behind material advance. While it is a hindering factor it is also our basis of hope. It should help to make clear why the educational profession is the greatest of them all. Each teacher has before him a challenge and a responsibility that call for the greatest of efforts.

To this point I have tried to say three things:

1. Man is by nature a tool-using animal. The rise of our civilization can be linked closely to the development of tools and machines.

2. Human progress demands more than thing-making. New social inventions are more urgently needed than new technical inventions.

3. Man must learn new behavior patterns if he is to progress. In large part effective teaching is the key to the solution. You and I must become vital cogs in this process.

Socrates said, "Men do wrong because they are blind. Open their eyes." On our shoulders falls the major responsibility for helping young men and young women to open their eyes. The success of a United Nations, the feasibility of one world starts in our own back yard. This is a charge that should make each of us re-examine ourselves and become determined to do our small part in seeing that the teaching profession begins to meet its obligations.

I should like to conclude with a few brief statements related specifically to industrial arts.

Manipulative activity is the dominant characteristic that differentiates industrial arts education from any of the other curriculum areas. It is a healthy characteristic. It should be nurtured. It involves learning by doing, and that is basic to the learning process. But just as thing-making is not the answer to man's problems, so also manipulative activity must not be the whole of industrial arts. It is the means for arousing and maintaining interest. It must be used as a basis for helping each student develop positive, healthy attitudes and habits. In the long run they will be more important than the skills. This thought has been said many times. The question is, what are we doing about it?

Man is creative. He uses tools. Industrial arts provides an outlet for this creativeness. It demands ideas. It demands thinking. It opens the way to many boys and girls. You are standing at the door. Are you going to open it?

This country was built by people who knew how to use their hands as well as their heads. Washington, Franklin, Jefferson, Lincoln—each was a craftsman in his own right. Many other names could be added to this list. Each of them could be characterized as being able to use what we call "Yankee ingenuity." They would have been walking exhibits of good industrial arts teaching. Cannot such a criterion be used in your teaching? Tools, materials, machines—they are the fundamental means by which civilization advances or goes backward. They are integral parts of your teaching environment. Are the products of your teaching going to be good or bad? This is a question that you must answer for yourself.

THE BADGER GIFT LIBRARY

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versity in St. Louis, and Colorado State College, where he secured his Master's degree. Mr. Badger started his teaching in Columbus, Indiana, and later moved to Fargo, North Dakota. He was elected to the faculty of the Kansas State Teachers College in Pittsburg, Kansas, and then became director of the industrial education program in Wichita, Kansas. He was on the college faculty of the Oklahoma A. and M. College, Purdue University and University of Missouri before becoming director of industrial arts and vocational education in Tulsa. During the years, Mr. Badger has taught summer school in the following colleges and universities: The University of Wisconsin, North Dakota Agricultural College, Kansas State Teachers College, Oklahoma A. and M. College, The University of Arizona and Iowa State College. All of Mr. Badger's friends and coworkers wish him well in his new business enterprise, and the successive classes at Oklahoma A. and M. who find help for learning in his books will, in a way, be his students.

Consumer Education

MILDRED HUBER, *State Supervisor*
Home Economics Education
Carson City, Nevada

Nevada Program Includes Community Participation

TOO many homemaking teachers have lightly made the following statement: "The stores in this community are too small to serve as a teaching laboratory for consumer buying." However, even the small general merchandise store offers many opportunities for a planned field trip. The merchant is interested in expanding his business, and is concerned with the type and quality of merchandise which he buys. He is willing to share this information with his customers.

Often, some constructive criticism on the part of the consumer, such as methods of displaying merchandise, is readily accepted by the storekeeper. Such was the case in a very small Nevada community when the homemaking class visited the produce department of a general merchandise store. The class suggested that icing vegetables on display would keep them fresh longer, thus saving money for the shopkeeper, as well as providing a more palatable product for the family table.

Consumer buying units are very likely to turn into "scissors and paste pot" classes where there is no contact with merchandise which students and their families actually purchase. There must be a definite need for the information at present, or in the very near future, before learning will take place. Of a class of fourteen students in the Humboldt County High School in Winnemucca, eight girls were engaged to be married, while two were already married. Hence, the pupils had definite objectives in mind when planning for the consumer buying unit. Mrs. Clyde Cardwell, the homemaking instructor, pointed out that it was impossible to cover the wide scope of materials in consumer education in such a short time. So it was decided that each girl would select three or four items in which she was most interested for her particular study.

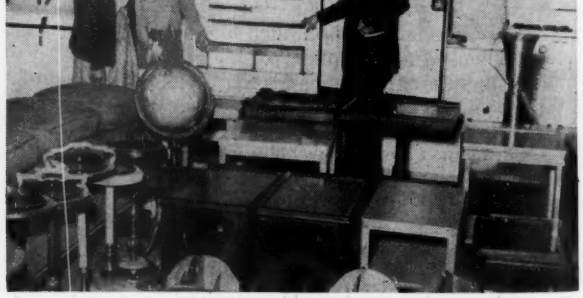
Points for evaluating collected information pertaining to the items to be studied were set up as follows:

1. Source of information must be reliable, such as government bulletins, buymanship bulletins, better business bureau pamphlets, home economics journals and research studies.
2. Federal regulations governing the manufacturing and labeling of specific items.
3. Validity of advertising.
4. Type of information found on labels.
5. Validity of "Seals of Approval."

A diversity of resource material was supplied the students by Mrs. Cardwell. Pamphlets were secured also from local merchants and the public library. After making a comprehensive study of the items, each girl reported the results of her findings to the entire class, illustrating by means of charts, pictures and actual products what to look for in purchasing the various commodities. Each class period was followed by a field trip to the store, shop or market which the girl felt would best illustrate the product discussed the previous day. The business people were very cooperative and interested in discussing the principles of buying specific commodities.

A clerk in Wayman's Dress and Lingerie Shop explained what the consumer should know and look for when buying hosiery and lingerie. Clerks from Reinhart's Department Store and J. C. Penney discussed suitable patterns, materials and accessories for various occasions and for certain types of individuals. The application of fine points in selecting coats, suits and dresses was illustrated at O'Leary's Dress Shop. The girls were amazed to discover in several instances that it would be just as cheap to purchase a ready-made house dress when considering workmanship, style, quality and cost than to actually construct this particular garment at home. This was not true, however,

What to look for in buying ready-to-wear clothing



Features of electric refrigerators are indicated at the appliance store

with woolen and rayon clothing.

The manager of the City Electric Shop demonstrated the use of the latest electrical appliances in relation to convenience and time saving in meal preparation. He pointed out what to look for and the questions individuals should ask concerning a particular electrical appliance before making a purchase. The questions included the type of insulation used, the guarantee, the approximate cost of operation, cost of installation, and whether or not the house wiring would accommodate the electrical load.

"We get what we pay for" was well demonstrated by the salesman at Brown's Home Furnishings Shop. He pointed out the unseen values of good furniture construction through the types of joints, frame work and number and types of springs used in pieces of furniture. At Reinhart's Department Store, floor coverings were examined and compared as to construction, use and cost.

For food items the manager of Sewell's showed how to select fresh fruits and vegetables without bruising them. Canned foods were opened for comparison of quality, cost and content in relation to use, whether for soup, salad or vegetable.

The manager of the G & G Market gave an interesting demonstration of meat cuts, explaining the economical uses of each cut. He pointed out how the housewife might profit by selecting cuts less in demand for economy and price, and the importance of using correct cooking methods and temperatures for palatability and economy.

The enthusiasm of the merchants, clerks, homemaking students and teacher in the project spread throughout the town, and resulted in a request by the Parent Teachers' Association for the class to demonstrate Consumer Buying techniques at the PTA meeting.

The experiences of the students in Humboldt County High School may be repeated in any town, and entire communities may well be benefitted by the efforts of the homemaking students to "set the stage" for better consumer practices.

SCHOOL FAIR

(*Continued from page* 9)

sions were operated. Arrangements for a ferris wheel and merry-go-round were made with a private amusement company on the basis of 25 per cent of the proceeds above the first $100.00 of income from each.

The Committee for Judges asked teachers of agriculture, extension service personnel, and prominent citizens to serve as judges of cattle, other livestock, poultry, farm products, vegetables, horse show, saddle horses, parade, and the like. The judges were very cooperative and glad to donate their services. They did a good job, and everyone seemed satisfied with the placings.

The Advertising and Publicity Committee carried out an extensive program. First the wholehearted support of the local editor was secured. With this as a foundation, front-page coverage was secured well in advance of the exposition. Three thousand premium lists of the usual variety were circulated in the mails and undoubtedly accounted for a large percentage of the 500 entries placed in competition. Three hundred advertising posters were placed in Bradford and surrounding communities.

The effectiveness of this extensive publicity program was confirmed by the sale of 3,500 paid admissions during the two-day event compared with Bradford's population of 1,500. In addition, 3,500 souvenir programs, financed through the sale of advertisements, were given out with admissions.

(*Continued on page* 27)

GUIDANCE IN HOME ECONOMICS

(*Continued from page* 8)

IMPROVING GUIDANCE AND COUNSELING OF GRADUATE STUDENTS

Alberta Young
University of Tennessee

GUIDANCE is one function or aspect of the teaching process. It should be an integral part of this process, as well as at times being a specialized aspect of it. In teaching, guiding and counseling the teacher is concerned with the development of the whole individual. The degree to which guidance can successfully be made an integral part of the teaching process will be dependent upon such things as the administrative policies in planning teaching loads and permitting time for counseling, the provision made for opportunities for developing graduate programs based upon the needs and interests of students, the provision made for offering broadening educational experiences which contribute to the total development of the student, and the kind of housing and living arrangements provided.

Graduate students want an opportunity to choose major interests and major professors, and frequently they need guidance in making these choices. To be of help in this undertaking, faculty members need to be sensitive to preferences, problems, feelings and interests of students, and to be able and willing to help students clarify their problems and feelings. Teachers may help students to clarify their problems in a number of ways, such as: by reflecting to the student what she has said; by repeating what she has said but in a different way; by asking for definitions of key words and phrases, or by asking for illustrations, examples, or analogies; by presenting apparent inconsistencies, and discussing these; by questioning meaning by asking, "Is this what you mean? Is this the idea?", or by pointing up the implications of certain basic beliefs when put into action. Counselors have the responsibility for helping graduate students meet the challenge of graduate study, to think through the problems involved in their new undertaking and to plan for ways of working on their new problem. They need to recognize and help students recognize their reasons for undertaking graduate study. Frequently students undertake graduate work to "break with the past" for some reason. In these cases the counselor needs to be sensitive to problems and feelings expressed by students, and to have skills in dealing with students and their feelings. Many students undertake graduate work to develop additional competencies in their profession. Counselors need skills in helping students to think through their problems, to become more self-directive, and to clarify the meaning of democracy as a way of life and the responsibilities of education in a democratic society.

In general the major responsibility for counseling graduate students falls upon the major professor. This calls for a real concern for the welfare of each student, a sincere interest in the student, and some understanding of counseling techniques. It may be that, before we can attain some of the goals for guidance and counseling, faculty members will need to be selected on some basis other than outstanding achievement in subject-matter fields alone.

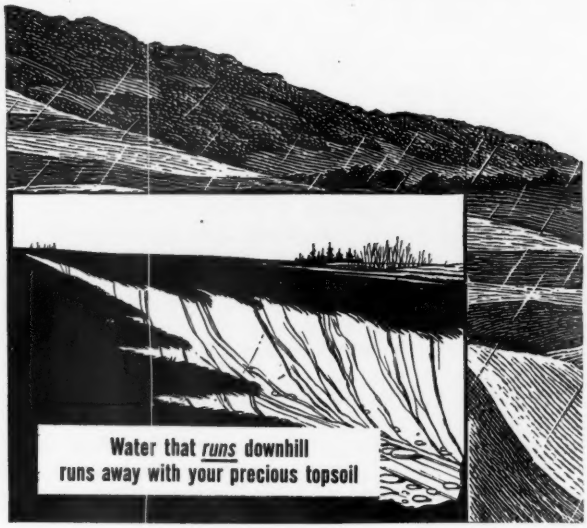
Make that water walk

IT doesn't take a "gully-washer" or a "goose drownder" to rob you of your precious topsoil. Bare land, up-and-down-hill row crops, and overgrazed range all invite rain to escape without working for you—and to erode your topsoil away. But sod or cover crops act like a blotter to absorb and hold the growth-giving water. Slopes and hillsides tilled on the contour, with alternating strips of crop-land and grass, save maximum amounts of water, hold erosion to a minimum. Flatter fields may be subsurface-tilled to keep the protective rain-absorbing trash on top. Correct rotations of crops, which include plow-under crops, will help absorb and hold moisture.

You need *lots* of water. *It takes about 200 barrels of water to grow one bushel of corn.* That's around 625,000 gallons for every 100 bushels. And most other growing plants also require large amounts of moisture . . . You can't control the amount of rainfall you get. But you *can* conserve it, so that every drop does the best possible job of making grass or crops for you.

As farmers and ranchers in every state well know, water has a "split personality."

It can be your ally, or a devastating foe. Lashing rains can erode away inches of fertile topsoil in a short time. But it takes nature 300 to 1,000 years to rebuild each lost inch. That's why the control of water is so important in a good land management program. Considerable progress in erosion control has been made in the past ten years. But we've still got a long way to go! Hundreds of millions of productive acres are endangered by erosion and gullying. They're washing away! Only good land management can save our soil and keep America strong. *It will pay you—and all of us—to make that water walk downhill.*



A System that Works!

I get riled up when I hear talk of changing our system of government, or our system of doing business, here in America. Sure, there's always room for improvement. But you can improve a house without wrecking the building! Any system that produces worthwhile results must be a pretty good one. I think our way of doing things has worked out mighty well for Americans.

Here we are—about 6% of the world's population, living on less than 6% of the world's land. Yet, through what I like to call our "three I's"—Initiative, Ingenuity and Industry—we have created the American way of life. We enjoy greater freedoms than the other 94% of the world's people. We have educational opportunities for all . . . schools, colleges, universities, libraries. And 48% of the world's radios. As just one measure of personal comfort and convenience, we have 92% of the world's bathtubs. We have a motor vehicle for every four people. And more than 286,000 miles of paved roads for them to run on.

Most important of all, thanks to your system of agricultural production, we have plenty of food for all of us—and enough to help feed our less fortunate neighbors. Yes, I think it's worth getting riled up in favor of the American System now and again.

F. M. Simpson.

Agricultural Research Dept.

Swift & Company UNION STOCK YARDS CHICAGO 9, ILLINOIS

downhill

Growth

As every boy and girl should know,
Big oaks from little acorns grow.
And that's the way with business, too.
Your growth depends on the job you do.

Gustavus Swift, away back when,
Slaughtered a heifer, and he then
Peddled the meat, also the hide.
Got back the cost . . .
a small profit beside!

From that small start in this big land
Swift kept pace with the job at hand.
As the job grew bigger, Swift grew, too.
Yes, growth depends on the job you do!

Martha Logan's Recipe for

BEEF PLATE WITH HORSERADISH SAUCE

(Yield: 3 to 4 Servings)
1½ pounds beef plate floured
2 tablespoons shortening
1 teaspoon salt
½ cup sliced onions
½ cup chopped celery or celery leaves
1½ cups water

Cut meat into serving pieces and dip in flour. Melt shortening in heavy kettle. Brown meat well on both sides. Add salt, onions, celery, and water. Cover and cook 3 hours. Serve with Horseradish Sauce.

HORSERADISH SAUCE—Melt 2 tbsp. butter or margarine in a saucepan, blend in 2 tbsp. flour, mixing well. Slowly add 1 cup milk, stirring until well mixed, and thick and smooth. Add 1 tsp. salt, 3 tbsp. lemon juice, 1 tbsp. sugar, ⅔ cup horseradish. Cook over low heat until thoroughly heated.

New Grass Varieties

by Wilkie Collins, Jr.
Soil Conservation Service
Lincoln, Nebraska

Wilkie Collins, Jr.

Good pasture is the key to production of more meat, milk and wool, at lower cost. In addition, a good cover of grass protects your soil against wind and water erosion. When you have improved pasture, or range, good livestock and a sound conservation program, you have a profitable combination.

Many new grasses have been developed in recent years. Several of these promise to become real money-makers for livestock men. They outyield old grasses, give a longer grazing season, and provide better soil protection.

1. Smooth Brome—The Lincoln, Auchenbach and Fisher strains give higher yields, are easier established and withstand summer heat and drought better in the central, eastern and southern brome areas.

2. Intermediate Wheatgrass—A high-yielding, sod-forming cool-season grass that is easier to establish than most varieties. It is highly palatable and does exceptionally well in the central and northern plains and western mountain area.

3. Sand Lovegrass—Highly palatable, especially well adapted to sandy soils.

4. Tall Wheatgrass—A high-yield cool-season bunchgrass that does better than other grasses under alkaline conditions.

5. Ky-31 Fescue—High-yielding, supplies longer grazing, especially good for southern and southeastern states.

6. Russian Wild Rye, Blackwell Strain of Switchgrass, Hays Buffalo Grass, Yellow Bluestem and Sweet Sudan are other new or improved grasses for adapted areas.

Grasses usually give higher yields and better quality forage when grown in association with an adapted legume.

• • NUTRITION IS OUR BUSINESS — AND YOURS • •
Right Eating Adds Life to Your Years — and Years to Your Life

A "Refresher" TEACHER-TRAINING PROGRAM

J. Douglas Wilson, *Curriculum Consultant*
Vocational and Practical Arts Branch
Curriculum Division, Los Angeles City Schools

RECENTLY I had the privilege of teaching a group of adult education instructors a refresher course on "The Selection, Organization and Presentation of Vocational Subject Matter."

Some of the group in the workshop conducted by the Adult Education Division of the Los Angeles City Schools were experienced instructors; others had no formal teacher training, and but little teaching experience.

It should be noted that vocational adult education instructors are usually selected from the field of industry in which they are to teach. They are expert in trade knowledge and skills but need training in the principles of program development. A review of these principles is also good for the experienced instructor.

An instructor of teachers should, I believe, always "practice what he teaches (preaches)." If he requires his teacher-students to make lesson plans, develop lesson objectives, outline lesson sheets, then he, too, should do likewise as he teaches his class. If he requires his students to make a training program outline, he, too, should make and use one throughout the class sessions.

The following outline was prepared in advance of the class sessions which were conducted for eight successive evenings of one hour each. It was found necessary—true of all sound teaching—to adjust the course outline as soon as the interests, background, need and motivation of the class members were discovered. It is trite to state that all training programs or courses of study must, in adult education, be adapted and adjusted to the needs of the students in the class or the class will soon fold up. This does not mean the instructor should wait until after the first session to make his training program; on the contrary, he should have the course of study carefully planned and ready to readjust, if such proves necessary.

The terms "course of study" and "training program" as used in this article are somewhat synonymous, meaning an outline of what the instructor expects to teach.

PRINCIPLES OF SELECTING, ORGANIZING AND PRESENTING VOCATIONAL SUBJECT MATTER

1. Class orientation: The job of the teacher.
2. Value of a training program.
3. Principles of selecting subject matter: name of course, use of knowledge by the students; time allotment; pupil abilities.
4. Principles of organizing subject matter: definitions; field of work; "experting" a master training program.
5. Determination of manipulative or technical content: how much of each and why.
6. Individual instruction: why necessary and its effect on a training program.
7. Principles of lesson presentation: how we learn; four steps of teaching; teaching methods; group and individual instruction, demonstrations, conference methods, lecture method.
8. Progress charts: use of and how to make.
9. Principles of a lesson plan.
10. Tests: how to make and give.
11. Summary and review.

Question:

What is the value of a training program?

1. *To the teacher*
   a. The instructor will certainly know "where he is going" as a training program, carefully worked out, crystallizes the aim or goal of his course.
   b. It acts as a "laundry list" for a new teacher, particularly if teaching materials are scarce. A look at the list will remind the teacher of other units of work to be taught.
   c. It enables an instructor to compare and check his course with similar courses.
2. *To the students*
   Students can see and know what they are getting and the order of presentation.
3. *To the supervisor*
   a. The supervisor has concrete evidence that the teacher knows what he is going to teach and how he will present it.
   b. Enables him to compare the course with other courses of similar nature.
4. *To the public*
   This, at first, may not seem important, actually it is very important, as the public, sometimes represented by special committees, always represented by student personnel, can see that the school personnel are "on to their job."
5. *As a teaching device*
   This is probably the strongest reason for developing a training program, as it will crystallize the course, provide definite terminal points, and enable the instructor to establish time factors or weights to each unit. It is recognized as a systematic method of presenting teaching materials, and it speeds up the educational process due to good organization of teaching materials.

Question:

What basic factors should be observed when organizing a training program?

There are several basic factors that determine training program content:

a. What is the name of the course? This will set certain limitations to the training content.
b. What field of work is to be covered? This may limit the course to only one phase of a trade.

(*Continued on page* 24)

Limited Size—Unlimited Opportunity

WALTER E. SCHUTZ

Director of Information
Delta Manufacturing Division
Rockwell Manufacturing Company

SOME years ago, a school was granted a $1,000 budget with which to purchase some equipment. The instructor, to whom purchases of the equipment was entrusted, promptly bought one large commercial-type sanding machine for about $700, thus spending most of his shop equipment funds and limiting his students to virtually learning one operation only—sanding. But the large machine took so much room in the shop there remained little space for other machines anyway.

However, an alert state supervisor intervened. He promptly had the machine sold as used equipment to the industrial field. *With the funds thus salvaged, together with the remaining $300, he was able to equip the shop with different types of smaller machines which, because of their size, fitted nicely into the limited shop space. Furthermore, the students were enabled to use more machines and get more and diversified experience.* This, after all, is the basis of all instruction work.

Fortunately, such cases of bad judgment are rare, though the case does bring into sharp focus the advantages of small machines over the larger and more expensive type—especially for school shops where, all too often, both funds and space are limited. But even these limited funds and limited space of school shops are now beginning to take on the aspects of a distinct advantage insofar as student training is concerned. Just how this seemingly indeterminate statement is justified will be clarified further on in this article.

Nearly all shop instructors are familiar with the smaller capacity type of units such as are manufactured by Delta, Walker-Turner and others. While these machines have a limited capacity and should not be confused with larger types of units, they serve a very definite purpose and function in *both* the industrial arts field and the industrial field.

But just why, besides saving funds and space, are these smaller machines so well adapted to instruction work in school shops?

First, all of these units have ample capacity and can do the job required of them in school instruction work.

A number of years ago a company manufacturing small machines conducted a contest in the school field, requesting the instructor to submit a picture or two of his classroom in which small type machines were used. He was requested also to submit a list of projects produced on these units, and pictures of the projects themselves if such pictures were available. It was discovered there hadn't been a project developed that could not be easily made on any of these smaller type machines!

Of course, some pictures showing large 32 and 36-inch band saws were received, but, on examination of the projects turned out on these machines, it was discovered that in no case had material over 1½ inches been sawed on these very expensive, larger capacity machines. In fact, every project made on these larger machines could have been made just as easily, if not more easily, on a smaller type machine.

As far as school shop project accuracy is concerned, smaller machines provide just as much accuracy as the larger machines. Perhaps this is because of the known fact that the settings of smaller machines are more easily made and learned by the student, thereby enabling him to produce accurate work more easily.

DELTA MFG. DIVISION, MILWAUKEE

Vocational woodworking shops can put small machines to good use in permitting fullest participation in class activities

Aside from the low purchase price and space-saving features, the machines are more economical in other respects, too. Use of this type unit means programs can be more widely extended and more students can be instructed, which, in turn, means that the cost per student is materially lowered. Another important factor of the smaller machines in "giving more for the school dollar" is low power consumption. Instead of using three and five horsepower motors, these machines are operated by one-half, three-fourths, or possibly one horsepower motors.

Strange as it may seem, one of the most important advantages in the use of these smaller machines in the school shop is undeniably psychological. Almost as much as youngsters—and school shop students are almost youngsters—are intrigued by large and powerful machines, they seem actually frightened by them. The larger the machine, the more fear they have for it. On the other hand, with smaller machines most of this fear is eliminated, and the young students do not object to working with them.

A personal observation made when my son attended high school bears out this point. Because the school was excellently equipped, with both large and small machines, I asked him to carefully note which machines seemed most popular and were used the most. He asked the students themselves. Without exception, they agreed they would rather work on the smaller machines because they "were sort of scared" of the big ones. It seemed that the whirring of the motor in starting a larger operation and the continued whirring of the motor after they had completed their operation caused a certain amount of fear. My son reported that often, despite the fact that big machines stood idle and ready for use, there were actual arguments in the class as to who was going to get to use the smaller-type machines.

I firmly believe that this psychological factor is not one to be lightly dismissed for, if fear is eliminated, a

greater confidence can be built, with resultant greater skill among students. By fear, though, I do not mean *respect*. Respect for any power tool should always be one of the very first things instilled in a young student.

Still another advantage of the smaller type power units is their portability. Perhaps this is not as important in the school shop as it is in the industrial shop. In industry, having these machines portable permits production lines to be flexible. The machines can be grouped in proper sequence. Pieces of work can be sent from one machine to another, reducing handling costs materially. This, with the high labor wage of today, is increasingly important. Manufacturers of the small machines have numerous fine installation pictures illustrating this point.

Just how this portable flexibility affects the school program is not clear, but it may be an important factor.

Regarding industry—and the pre-mentioned fact that the use of small machines in the limited space of school workshops is highly advantageous to students training for industrial jobs—it is perhaps surprising to note that industry itself makes wide use of small machines. Generally and mistakenly, it is believed that the smaller-capacity units were intended solely for use in home workshops. Yet even before World War II sales records showed that 50 percent of these units went directly to industrial plants, 25 percent went into school shops, and only 25 percent went into home workshops. At first these units seemed to be used by industry as a sort of stop-gap. After awhile, they began to be used as regular production units. It became necessary to improve and better these machines to give them the stamina to stand up under industrial use.

The war itself proved the biggest impetus in permanently establishing the use of smaller machines in industrial shops. Sale of these machines to home workshop fans was, of course, stopped immediately with the outbreak of hostilities. Production was exclusively for industrial and school shops. Within a short time, because of priority regulations, however, the entire production went into the industrial field. I myself saw a floor of well over two thousand drill presses turning out airplane parts.

While manufacturers were quick to realize that certain jobs could be done as well with a $150 drill press as with a $2,000 machine (the drilling and tapping of ¼ and ¾ inch holes, for example), they knew that the smaller machines could not possibly be as accurate as larger machines costing ten and fifteen times as much. Reliable makers of smaller machines, too, recognize this fact and are the first to deny such unfounded claims. But the recognition of smaller machines as an integral part of industrial production remains an undeniable fact.

Naturally, this means much to a student trained in a school shop using this type of equipment. It means he definitely is trained for industry and is better equipped to step into his place in an industrial shop.

Even though he might be scheduled by his employer to eventually operate one of the best, largest and more expensive machines in the shop, he must undergo a training program in the shop itself. Invariably he is given his practical shop experience on a smaller machine. Then, if he proves his skill and "know-how," he graduates to the larger, more costly machine.

Numerous shop superintendents have told me they appreciate the experience students have received in school shops using the smaller types of machines. They claim such experience not only benefits the youngster but his eventual employer as well, for the "on-the-job" training period is materially shortened with the dual result that the young man is earning more money and the manufacturer is getting more production in a considerably shorter period of time.

PLAINVILE DISTRICT HIGH SCHOOL, MARIEMONT, OHIO

Good equipment, efficient layout, and adequate lighting add up to the ideal school shop

But, supposing the student, upon completion of his school shop training, does not go into the industrial field and work in a shop. Will the shop training be "wasted?" I, for one, do not think so. The chances are nine to one that he always will have a hankering to do something with his hands. He has received, through good instruction, the fundamental ideas as to what to do in metal and woodworking. At a later date he most assuredly will turn this into a hobby for himself. Occasionally this takes place immediately, but more often he will have reached middle age before looking for a hobby. In many cases he will, in choosing a hobby, fall back on the fundamental training received in the school shop. He will turn to the creative arts and develop a hobby like woodworking or metal working. And hobbies, especially those done with the hands, are becoming a very important feature of American life.

I do not believe there are many magazines published which, at some time, have not carried an article or two stressing the value of hobbies. Doctors are using hobbies as cures for frustrations, neuroses, and many other purely mental ailments. One company has received scores of letters from mail carriers, bankers, grocers, accountants, farmers, lawyers and even doctors themselves enthusiastically verifying the fact that a wood or metal working hobby is the best method of relaxing they have found. In fact, many of these letters come from shop workers and school shop instructors themselves who go home to find rest and relaxation—in their own home workshops!

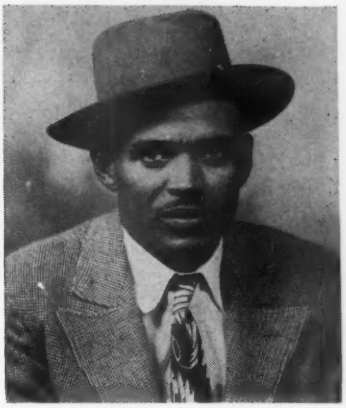
Strange to say, too, more and more women—professional women, clerical workers and housewives—are joining the hobby ranks. In this hectic age, Americans of both sexes need the relaxation offered by a good and creative hobby.

In addition to the value of small machines to industry, students, workers and hobbyists, there is a fourth large and very important group to whom the machines are becoming increasingly important. These are the hundreds of thousands of physically disabled—both veterans and civilians. More and more of these are ceasing to be public wards and are being rehabilitated into self-sustaining, self-respecting, creative citizens. Through the resources of federal, state and private agencies these once "hopeless" cases are being trained to skills with which they are able to earn their livelihoods. Many of these people, it was learned, can, with special train-

(*Continued on page* 22)

H. O. SARGENT AWARD WINNER

RUBY CORDER



U. S. OFFICE OF EDUCATION

Wilmer Magee of Franklinton, La., winner of the H. O. Sargent Award for 1948

WILMER MAGEE, aged 29, of Franklinton, Louisiana, is the winner of the 1948 H. O. Sargent Award of the New Farmers of America. This award is given annually to a former NFA member who has the best record of achievement in farming and community leadership. Wilmer was awarded $150 at Tuskegee University by the Future Farmers of America Foundation, Inc., at the recent annual national NFA convention.

This young man's experience in farming began by small enterprises as a young boy on his father's farm, and by the time he entered vocational agriculture classes as a grade school student he had definite intentions of becoming a farmer. In 1935 he entered the Washington Parish Training School at Franklinton, La., as a day-unit student in agriculture. In 1937 he enrolled in the high school of the same institution and remained there until he graduated in 1941. Through the four years in high school he was a student of vocational agriculture and a member of the New Farmers of America.

Beginning with the year 1935, Wilmer made plans and carried out a farming program under the supervision of his vocational agriculture teacher on his father's farm; from 1936 to 1938 he was a farming partner with his father; and from 1938 to 1941 he rented land from his father on a share basis. As evidence of his success in farming Wilmer received the following NFA awards: The Farm Hand Degree in 1938, the Improved Farmer Degree in 1940, and the Modern Farmer Degree in 1941.

In 1941 his farming career was interrupted by a call to the U. S. armed service, from which he was honorably discharged in 1944. Since his return home he has been enrolled as a member of an evening class in agriculture in his community and has been operating as a farm owner. His 1947 farming program consisted of 30 acres corn, 3 acres cotton, 1 acre sweet potatoes, 1 acre sugar cane, 5 acres Irish potatoes, and 2 acres lima beans. He also owned 35 chickens, 4 dairy cows, and 6 hogs. His labor income on all these projects for the year amounted to $3,111.67.

During the first six months of 1948 his farm profits amounted to $4,282.20. Adding to this the probable value of growing crops and the expected income from animal production for the remainder of 1948, his total estimated farm income for the year will be about $6,414. The total labor income for his two years of farming as a veteran will probably approximate ten thousand dollars. A few of the farm practices he has carried out under the veterans' farmer training program have been terracing his land, planting winter legumes, and using lamp brooder for chickens, beside numerous improved practices in his profitable dairy enterprise.

His supervised farming program the last two years has been planned for general farming, but he has made some definite progress in changing gradually to milk production as a specialization. At present he has 16 cows that are of some of the best dairy stock that can be found in his community. They are the offspring of a carload of dairy animals purchased in Texas through a cooperative effort of the farmers in his locality. To insure continued improvement, artificial insemination practices are used for upgrading the dairy herd. A herd of 30 excellent milk cows is the objective he expects to reach in another year.

Wilmer has given intelligent study to his feed problems for dairy cattle and has discovered that his dairy practices are profitable. He has good pasturage for his cows and, by milling at home, prepares much of their feed, to which he adds commercial concentrates. Wilmer has compared feed costs with another dairy farmer in his community who has a similar herd whose feed bill averages $270 and his milk check $300 per month while Wilmer's feed bill averages $56 and his milk check $313 per month. This additional profit is due to the fact that Wilmer produces most of his own feed. The total milk production of his dairy herd last year was 3,725 gallons which brought $1,850 on the market.

To further establish himself in dairying he has constructed a dairy barn and installed in it such utilities as are required by legal regulations to produce clean milk. The barn has running water which is supplied by an electric pump. The electric lights are sufficient in number to light the entire barn. The barn has concrete floors and five stanchions. As a labor-saving device in his dairy he has 2 milking units. By spraying with DDT he controls flies and ticks that commonly attack his cows. The last inspection of his dairy establishment under license permit was in April of this year, at which time all items of inspection were checked satisfactory. Tests disclosed that the milk was of excellent grade and the butterfat test ranged from 4.5 to 4.97.

Wilmer has a written agreement with his father, who has retired from active farm management, for taking

U. S. OFFICE OF EDUCATION

Exterior of Wilmer Magee's modern dairy barn

care of the home farm on a three-fourths rental basis. Beside his father's 162 acres, Wilmer has 33 acres of land of his own. Of the total farm acreage 92 acres are tillable, there is sufficient pasture land, and 84 acres are used for timber land. His own land is valued at $2,000, his dwelling $2,700, outbuildings, $1,925, machinery, equipment and small tools $1,671. The 16 dairy cows are estimated to be worth $2,000, 2 mules $400, and the total value of all livestock $2,712. The present inventory value of his entire farm is $26,734. He paid cash for his land, workstock and equipment with money saved while in the armed forces and from his farming enterprises.

This young farmer is married and has one small daughter. In order that his family would be comfortable, he has constructed a 5-room house which is designed, when completely equipped, to include all the comforts of modern living. The lumber used in the construction of this building was obtained from trees grown on his own farm, and the construction work was done by the help of neighbors. Each year the Magees practice economy by canning adequate supplies of vegetables, fruit, meat, and lard for family use.

Since his early days in vocational agriculture Wilmer has shown a cooperative disposition to work with others. During his school years he represented his chapter in public speaking and in judging livestock; he also assisted with the work of the chapter thrift club. He was executive officer of the young people's union and secretary of the general agricultural club while in school. Since returning as a veteran to take up his duties as a citizen and farm owner he has contributed his efforts to the Franklinton community by becoming an active member of the Washington Teachers and Parents Federal Credit Union, Washington Parish Colored Farmers Cooperative Association, Sweet Holms Church, and Post 537 of the American Legion, and an associate member of the Washington Chapter of the New Farmers of America.

Wilmer feels that in no other occupation would he be able to find as much happiness and success as in farming. The example of his success and the valuable suggestions contained in his record should be of inspiration and assistance to other NFA members who are working to attain NFA degrees as evidence of successful supervised farming programs and leadership training activities. Wilmer is rightfully proud of the H. O. Sargent Award honoring his worthwhile record. He is putting into practice the vocational agriculture training he has received and appreciates his farmer training and NFA membership that have made his farming achievements possible.

LIMITED SIZE—UNLIMITED OPPORTUNITY

(*Continued from page* 20)

ing and super-will on their own part be taught to become expert craftsmen on smaller machines.

It doesn't seem to matter that some of these people lack a leg or both legs or an arm, or are partially paralyzed, or are deaf, or are the victims of some other physical defect. Recently I found on my desk an enthusiastic letter from a young man in Somerset, Pennsylvania, lavishly praising the work of the smaller machine tools that enabled him to earn a living. He had, he wrote, four such tools—a ten-inch circular saw, a six-inch jointer, a fourteen-inch band saw and a fourteen-inch drill press—and specialized in fine woodworking. The fact that he was totally blind did not seem to phase him one iota.

Many of these rehabilitated handicapped find their way into private industry, where they are gaining a reputation for being fine workmen. The more severely handicapped often operate shops within their homes. Their products are sold by non-profit stores operated by agencies affiliated with the National Society for Crippled Children and Adults. Because maintenance and clerical salaries of these stores are paid by funds raised through the annual sale of Easter Seals, the full price of articles sold in these "Homecrafters" stores is returned to the disabled and homebound "manufacturers."

Quite naturally these physically disabled craftsmen have, for the most part, neither the physical capacity nor the space for the operation of larger machines. Hence, this represents still another opportunity for smaller power machines . . . and for the training instructors.

To conclude this article, let me say that, while its chief stress is on the advantages of using smaller machines, the manufacturers of these smaller machines have no quarrel with the manufacturers of larger machines. In fact these manufacturers often manufacture both types of machines, recognizing the fact that each type has its place in industrial use.

But for limited budgets, limited space, limited capacity and unlimited opportunities, the small-type machines deliver full value.

CHICAGO PUBLIC SCHOOLS

Craftsmen's Hobby Show has exhibits by Chicago vocational schools

WEST VIRGINIA FINDS "EMERGENCY" TEACHERS MAKE SIGNIFICANT CONTRIBUTIONS

H. N. HANSUCKER, *State Supervisor*
Vocational Agriculture
Charleston, West Virginia

SPECIAL TEACHERS OF AGRICULTURE

A veterans' class learns soil conservation practices from a special instructor

SPECIAL teachers have played an important role in the program of vocational agriculture in West Virginia for more than eight years. We began using special teachers during the National Defense Training Program in 1940 and have continued to use them, not only as teachers of veteran's classes in agriculture, but as teachers of young and adult farmer classes, as instructors in the food preservation program, and as farm shop instructors in the day school program. Many teachers of this type have been unusually successful. In fact, we have included in our State Plan provisions which will permit continued use of special teachers in the future whenever conditions warrant their employment. They are no longer considered "emergency" teachers but have gained for themselves a permanent status in our program of agricultural education, even though their employment may be on a part-time or hourly basis.

Workshop conference of special teachers to improve technical knowledge and teaching skills

Special teachers are individuals who have demonstrated that they are qualified and capable of performing some of the duties of a regularly employed teacher of vocational agriculture. They seldom have as much college training as our regular teachers, and only a few have had courses in teaching methods. However, special teachers possess an abundance of practical experience and skill, especially in a particular area of work such as farming, farm mechanics or food preservation. Many special teachers are interested intensely in their jobs; they get along well with people; they are willing workers; and, what is even more important, they are eager to learn new practices that will improve their technical knowledge and teaching skill.

In selecting special teachers, consideration is given to the particular type of instruction to be given. A teacher for an adult farmer class in the care, operation and repair of farm machinery might not be qualified to teach agricultural production courses, nor be capable of teaching food preservation in a school-community cannery. Likewise he might not be capable of teaching courses for veterans in the Institutional On-Farm Training Program. For this reason, separate requirements for certification have been set up to fit each phase of instruction. It was felt that college training was more important for teachers of veterans' classes and agricultural production courses than for farm mechanics and food preservation courses. Consequently, a minimum of two years of training in a college of agriculture plus a minimum of five years of successful farm experience is required for teachers of production courses. Special instructors in farm mechanics and food preservation are required to have three or more years of successful practical experience in their respective fields and possess such personal traits as will enable them to maintain leadership among their trainees.

An intensive pre-service and in-service training program is essential in order to up-grade the individuals selected as special teachers. In fact, successful completion of such training is an additional requirement for certification each year. Most special teachers possess much of the technical skill required, but they frequently lack the "know-how" of getting the information and the skills across to others. The teacher training and supervisory staffs in agricultural education

WESTON HIGH SCHOOL, WESTON, VA.

The special instructor, right, an employee of a farm equipment company, teaches vocational agriculture part-time

conduct workshops on teaching methods, and with the help of subject-matter specialists from the College of Agriculture, hold workshops in various technical phases of training. In addition, teachers of vocational agriculture, under whose direct supervision the special teachers work, hold staff meetings and individual conferences for the purpose of improving the special instructors and their work. Also, these teachers are responsible for giving the necessary guidance and direction to all phases of instruction conducted by special teachers.

Special instructors are being accepted gradually as members of the school faculty. They are certified annually by the State Department of Education upon recommendation of the local school administrators. Their salaries, in proportion to the time spent, compare favorably with those of the regular teachers of vocational agriculture. Even though special teachers work with, and under the direction of the vocational agriculture teacher, they are responsible to the high school principal and the county superintendent the same as other teachers in the school system.

It is recognized that some of the special instructors have not been as successful as others. However, during the period when fully qualified agriculture teachers were not available, we were able, by using these special instructors, to increase our enrollment in young and adult farmer classes from 4,000 to 16,000, to extend farm shop instruction to a majority of our day school students, to establish 33 new school-community canneries, to conduct courses for adult farmers in farm mechanics and to enroll 4,000 veterans in the Institutional On-Farm Training Program.

Teachers of vocational agriculture today are showing greater interest in providing a complete program of instruction for their communities. They realize that by using special instructors it is possible to reach more of the farm youth and adults without the regular teachers having to devote almost "every night" as well as a full day each week to the actual teaching. School administrators and boards of education also are more interested in establishing a complete program of vocational agriculture because they feel they can afford to employ special teachers on a part-time basis when, in a small school, two full-time instructors would be financially impossible.

In West Virginia we are encouraging and assisting in the selection and training of a corps of special teachers. All individuals trained may not be employed immediately, and in many cases they are not interested in being employed. Many have full-time jobs on farms, in shops and in homes. They have agreed to become special instructors because they are interested in the program and not in the remuneration they will receive. By following a plan of recruiting and training a number of individuals there will be a back-log of competent teachers from which to draw. This trained personnel will be valuable especially when funds are available for the further expansion of vocational education in agriculture and when replacements are needed in the present program.

A "REFRESHER" TEACHER-TRAINING PROGRAM

(*Continued from page* 18)

c. What do workers in the trade actually *do* in their daily work?
d. What must they *know* in order to do what they have to do?
e. Will the course be a manipulative one? That is, will students actually use the tools of the trade or only work on technical problems?
f. How long will the course be? This will determine the spread of the total program and is based on student interest and time available.

Question:

What factors determine the boundary limitations of the course?

a. Use of the course by the students: that is, is it vocational in character to assist them in their daily work, or is it avocational in character, and the course is taken for increase of general knowledge.
b. The time factor: how long will the students continue and what time limits should be established to make the course attractive and attainable by the students?
c. Pupil ability: often this cannot be determined until after the class meets; however, the capacity of the students will certainly affect the total course content.

Question:

How is the amount of manipulative skill or technical knowledge determined?

a. The name of the course itself will partially answer this question. Also the amount of equipment available and what training the students desire.
Note: It should be emphasized that in a bona fide apprenticeship program, the course of study is planned for the duration of the apprenticeship period; this averages at least four years. In this case the course content is set up in advance, approved by an apprenticeship committee and all apprentices informed that this is what they are to take during their training period. In an adult trade extension class the pupils should be given some opportunity of choosing from a well defined training program what units they would like to pursue.

Question:

How is a training program "experted"?

An instructor can add much to the authenticity of a training program if he is able to secure the coun-

sel of a few experts in the trade. An evening session with a half-dozen expert craftsmen will give sufficient time for these skilled workers to discuss the training program outline in relation to their daily employment.

These craftsmen may not have the ability to determine what the teaching order should be; they will know whether the units or topics are pertinent to the trade.

If the teacher has a good understanding of the conference method of procedure, he might meet with these experts prior to doing any preparation work on the training program. Then he could actually develop the outline by "pulling out" from the group their suggestions as to the things which should be taught.

Question:

What is a lesson plan and how is it made?

A lesson plan, carefully thought out and assembled, *is one of the best teaching aids* an instructor can use. A lesson plan need not be long, provided each of the parts is properly outlined. Sometimes a plan can be outlined quickly and easily on a small card. The important thing is for every teacher to have one made out prior to each class session. The four parts of a lesson plan are based on the four steps of teaching as follows:

a. Preparation: What items, questions or devices should be listed *to prepare the students* for the new lesson?
b. Presentation: In this step, the teacher marshals his new facts and figures in orderly array for ready reference.
c. Application: A statement is made concerning the methods to be used as the students apply the new knowledge.
d. Testing: A list of questions is prepared to ask the students to see if the lesson has "gone over." If it did not get across, the teacher should first look to himself as the possible cause—poor explanations; too much information; key points omitted, etc.

Question:

Why are progress charts worthwhile?

A progress chart is really an abridged edition of the training program and should be placed in the front of the classroom for all to see. The chart should show the basic units to be covered by the class (listed horizontally) and allow space for the names of all the students (listed vertically). A check mark in the correct column will show each student and instructor what units of work or what jobs have been completed. If desirable, the quality of the work can also be recorded.

Question:

What is the relationship of tests to the training program?

A test, in the final analysis, is a device used by the instructor not only to measure student ability and progress but of EQUAL IMPORTANCE to test his teaching ability; "if the student doesn't know, the teacher hasn't taught" is a true statement even though a student might be to blame for not applying himself. Tests are of great advantage to the instructor to aid in discovering what units in the program have actually been taught.

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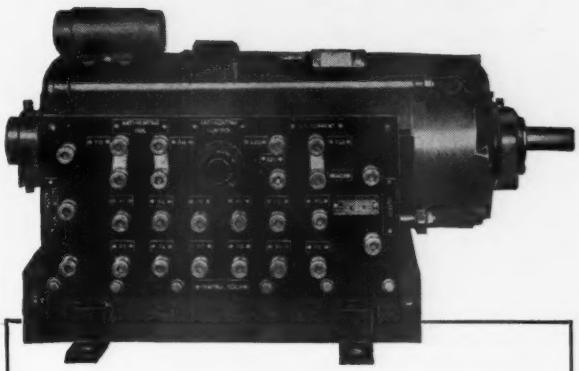

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GENERAL ELECTRIC

Sell the Special First!

WM. B. RUNGE
State Teacher-Trainer for Distributive Education
University of New Mexico, Albuquerque

JACK BEATY could not resist such a persistent salesman as James F. Mulcahy. Several times during the past year James Mulcahy, Merchandising Director of the National Confectioners' Association, had talked to Jack Beaty, owner and manager of the Rocky Mountain Wholesale Company in Albuquerque, New Mexico, about having the course, *Balanced Selling*, put on for his salesmen. With his back to a post in a Chicago hotel and being towered over by this master salesman, Jack finally agreed last spring to look into the possibilities of organizing and having the course given to his employees.

A request was presented to the National Confectioners' Association in Chicago for the course, and this was then routed to the State Director of Vocational Education in New Mexico. In most states the instructor and classroom facilities have been provided through the Vocational Education School organizations, Distributive Education Division. The University of New Mexico Extension Division in Albuquerque was selected to operate the course and W. B. Runge, State Teacher-Trainer for Distributive Education, located at the University, was chosen to act as instructor and leader of the group discussions. The National Confectioners' Association experience with other classes over the country has shown that it is better to have an experienced discussion leader conduct the meetings rather than an expert in the selling of candy.

The course was started late in the summer and was set up to run for ten hours. Meetings could have been held for one hour a week, extending over a ten-week period, or two-hour sessions could have been held five times. The group in Albuquerque was so interested in the material provided for discussion that actually the class ran for sixteen hours and eight meetings.

Balanced Selling was worked out for wholesale candy salesmen by specialists from the National Confectioners' Association and the Business Education Service, United States Office of Education. Ten booklets were provided, one for each meeting topic, and these were distributed to all members of the group. A leader discussion manual was also written by the specialists and covered every detail needed for instructional purposes. Additional tests were made up by the instructor in Albuquerque, covering the subject matter in the manuals and all that was brought out and discussed in class. Prizes were given by Jack Beaty for those members of the class making highest grades in these tests.

During the course such topics were discussed as development of the candy industry, requisites of the wholesale candy salesman, fundamentals of good candy retailing, arithmetic of candy retailing, how to figure sales potentials, standards of candy volume expected from a retail outlet, how to merchandise a retail candy account, steps in the job of wholesale candy selling, selling techniques, measuring results of the retailer and wholesaler, and how to put all of these balanced selling techniques in action. Many individual and company problems were discussed and solutions suggested.

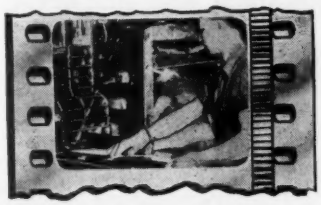
"Selling the special" in a drug store

How to move slow merchandise was given special attention, and Jack Beaty asked the class one night, "How are we going to move about $4,000 worth of slow items?" A number of ideas were presented, and finally a contest was started with each salesman taking two items as "Specials" each week and those selling the most would receive a prize and weekly bonus. This idea came from the course which brought out the fact that wholesale candy salesmen should "Sell the Special First." The bulk of this slow merchandise was moved out of the Rocky Mountain Wholesale Company's warehouse.

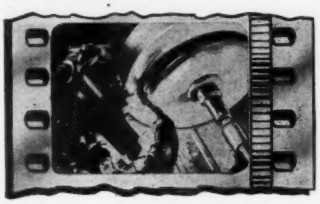
Other interesting discussions were held on helping the retailer with his displays, using manufacturers' advertising materials, point of sale reminders, stock keeping, how to develop a winning sales personality, and possibilities of taking on new accounts.

All meetings were well attended and enjoyed by all

SEND FOR "HOW-TO-DO-IT" SOUND MOTION PICTURES ON ALUMINUM



General Sheet Metal Practice illustrates practices employed in bending, hammering, heading, beading, flanging, edging and otherwise forming aluminum sheet, both manually and with mechanical devices.



Spinning graphically describes the three methods for spinning aluminum. Picture also describes the various types of tools used, their proper care, and other valuable hints.

FREE! Valuable information on how to work with aluminum has been filmed, and now is available to you. From these films your students can learn how to form, join, machine, finish . . . pick up practical information that will help them win cash awards in the current Scholastic Industrial Arts Awards Competition. What's more, the Alcoa Library lists a wealth of films which tell the fascinating story of aluminum—how this versatile, light weight metal is made and fabricated. Other student training films are available. Show your students how to do it this free, easy way! Write for the Alcoa Library Catalog, today. ALUMINUM COMPANY OF AMERICA, 1772 Gulf Bldg., Pittsburgh 19, Pennsylvania.

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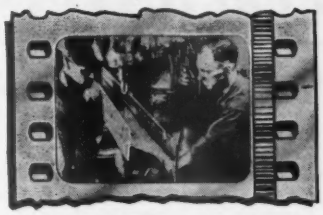
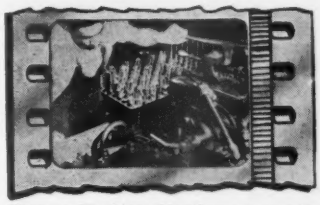


How to Rivet Aluminum portrays the making and testing of rivets, the preparation of the work, the actual riveting, and the final inspection of the joint. Many other features described in detail.



How to Machine Aluminum presents some practices employed in machining aluminum with hand and machine tools, the alloys commonly used, the proper top and side rake and the correct clearance for tools, plus other important information.

members of the group. At the last session a final test was given, and one of the questions asked was, "What do you honestly think of this ten unit course in *Balanced Selling?*" Some of the answers follow.

Jim Lane wrote, "I believe it has been time well spent. There have been a lot of new ideas talked over which will help me very much."

Bob Deen said, "I have enjoyed the course very much and believe that I have benefited personally by the lessons. I especially liked the discussions on job analysis of the wholesale candy salesman and the merchandising steps."

"I think it will help us a lot," said Robert Layne, "and since taking the course I think about salesmanship all the time. I am working into taking care of the stocks in quite a few places that I was letting go before. I find that most retailers like for you to take care of their case for them and it helps increase sales. Displaying merchandise better and letting the retailer take the merchandise in his hands on specials sure do sell more candy."

Finally, Jack Beaty wrote about the course: "It is good food for thought throughout. It should improve my ability as a candy salesman. No doubt we would all receive further benefit if we were to start over and go through the entire course again."

These testimonials prove the value of *Balanced Selling* as a course and in practice. At the conclusion of the course awards were given by the National Confectioners' Association. These were in the form of certificates and pins and were given to all members of the group successfully completing the work.

Other wholesalers could increase sales and make more profits if they would organize and hold classes of this nature. Those interested should contact Mr. James Mulcahy, National Confectioners' Association, Chicago, for further details on starting such a course.

SCHOOL FAIR

(*Continued from page* 15)

The Program Committee came out of their huddle with the following events which were run off as scheduled.

First Day

Parade	11:00 A.M.
Cattle Judging	2:30 P.M.
Baseball Game (Separate Admission)	2:30 P.M.
Movies (Continuous)	2:00 P.M.–11:00 P.M.

Second Day

Sporting Events and Contests	9:00 A.M.–11:00 A.M.
Farm Forum with Extension Service Leaders	11:00 A.M.– 2:00 P.M.
Horse Show and Pulling Contests	2:00 P.M.
Midway Operating	10:00 A.M.– 9:00 P.M.
Street Dance	9:00 A.M.–12:00 P.M.

Outcomes

Several outcomes of the fair which might be of interest to anyone desiring to sponsor an activity of this kind were self-evident to the chapter members and advisor.

1. The fair provided an excellent lesson in cooperation and teamwork.
2. The community became very conscious of the F.F.A., its purposes, and its program.
3. A competitive spirit was fostered between F.F.A. members in the exhibition of the products of their supervised farming programs.
4. Attention was focused on community resources and opportunities.
5. Community cooperation was stimulated.
6. The chapter realized a profit of nearly $1,000.00.

A V A PUBLICATIONS

Research Bulletin No. 2—A Study of Industrial Teacher Education at the Graduate Level. 1941. Pp. 42. Price, 10 cents each; 10 or more 5 cents each.

Research Bulletin No. 3—"Factors Affecting the Satisfactions of Home Economics Teachers." 96 pages, 1948. Price 75 cents.

Survey Forms for use in making local or area studies of graduates and former students of industrial, home economics, or agricultural education schools or departments; useful to occupational guidance, training, and placement programs. 1940. Pp. 4 ea. Prices: 10 copies, 15 cents; 100 copies, $1.05; 1,000 copies, $8.25.

An Enlarged Program of Vocational Education With Special Reference to Larger Administrative Units. 1943. Pp. 52. Price, 40 cents each; 10 or more, 35 cents each.

Improving Instruction in Industrial Arts. 1946. Price, 25 cents each; 5 or more, 20 cents each.

State Supervision of Industrial Arts Education. 1946. Free.

America's Vocational Schools. 1945. Pp. 56. Single copies Free.

Evaluative Criteria for Vocational Education in Agriculture. 1942. (Revised). Pp. 75. Prices: 20 cents each; 10 or more copies, 15 cents each.

Manual of Directions for Use with "Evaluative Criteria for Vocational Education in Agriculture, 1942 Revision." 1943. Pp. 15. Prices: 1 to 9 copies, 10 cents each; 10 to 99 copies, 9 cents each; 100 or more copies, 8 cents each.

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PERSONALS

Howard McClarren

Howard McClarren, active in agricultural education for many years and a loyal member of the American Vocational Association, has been appointed to direct the American Institute of Cooperation's program on vocational education among rural youth groups, according to an announcement by Dr. Karl D. Butler, Institute president. Mr. McClarren began his new duties on February 1, 1949. In announcing the appointment, Dr. Butler stated: "Our youth program has gained tremendous momentum and we are very happy that it will continue to go forward, without a break, under the able direction of Mr. McClarren." For the past year agricultural supervisor of the Veterans Administration's institutional on-farm training program in Michigan, with headquarters in Detroit, Mr. McClarren served during the war as food production specialist for the U. S. Office of Education, with headquarters in Washington, D. C.

* * *

Mark Nichols, Director of Agricultural Education for Utah, has returned to his duties in Salt Lake City after a year's leave of absence during which time he served as Director of Youth Education for the American Institute of Cooperation. Dr. Karl D. Butler, president of the Institute, praised Mr. Nichols' "wonderful record of accomplishment" during his year with the Institute and thanked the Utah Department of Public Instruction for granting his leave of absence.

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Colorado A. & M. College
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Paul S. Barrett, Georgia State Director of Vocational Rehabilitation, recently installed as President of the National Rehabilitation Association, was the guest of honor at a dinner sponsored by his associates in the State Department of Education on January 5 in Atlanta. Three hundred guests, including state officials, attended the dinner. Mr. Barrett was presented with a silver service.

Left to right: Charles Barrett, Mrs. Paul Barrett, Governor Herman Talmadge, Mrs. Talmadge, State Supt. of Schools M. D. Collins, Paul S. Barrett, at dinner honoring Paul S. Barrett's recent installation as President of the National Rehabilitation Association

Books and Bulletins

GENERAL

Training Problems in the Far East, by Marguerite Thibert. International Labor Office, 1825 Jefferson Place, Washington 6, D. C., 1948. 160 pages. $1.00.

This paper-covered report is confined to Asia and is designed as a basis for practical international action in the promotion of vocational and technical training in the countries of that continent.

Word Studies, by R. G. Walters. South-Western Publishing Company, 634 Broadway, Cincinnati 2, Ohio, 1949. 168 pages.

Every lesson in this third edition includes one or more exercises intended to develop skill in the use of words. These may in most cases be used either as oral or as written exercises. A workbook has been prepared for teachers which provides the forms needed for writing out the exercises.

Effective Business English, by Robert R. Aurner. South-Western Publishing Company, 634 Broadway, Cincinnati 2, Ohio, 1949. 582 pages.

This third edition has been planned with a view to the needs of the teacher and of the classroom. Both the social and the business usefulness of correct English and of effective writing are emphasized. A teachers' manual is available.

Aids to Education, Educational Service, Department of Public Relations, General Motors Corporation, General Motors Building, Detroit 2, Michigan, 1949. 64 pages, free.

A catalog of General Motors educational materials and equipment available to schools.

"Study Abroad," by William D. Carter. United Nations Educational, Scientific and Cultural Organization. Columbia University Press, New York 27, N. Y., 1948. $1.00.

This handbook of fellowships, scholarships and educational exchange lists over 10,500 opportunities for international study in 166 subject fields in 27 countries, including the United States.

Manual of Civilization, William-Frederick Press, 313 West 35th St., New York 1, N. Y. 1949. 133 pages, $2.50.

A guide for living, with chapters on governments, education, science, and recreation.

GUIDANCE

How to Improve Your Study Habits by Dr. Samuel N. LeCount. Pacific Books, Box 558, Palo Alto, California, 1948. 30 pages, illustrated. $.25.

Dr. LeCount diagnoses study habit weaknesses and gives many aids toward effective studying. Chapters on preparing for examinations and how to take useful lecture notes are included in this handbook.

BLUEPRINT READING

Checking and Testing

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By

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D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta
San Francisco Dallas London

BOOKS AND BULLETINS

(*Continued from page 29*)

INDUSTRIAL

Highways of Wire, by A. C. Monteith. School Service, Westinghouse Electric Corporation, P.O. Box 1017, Pittsburgh 30, Pa. 30 pages, illustrated. Free.

A Westinghouse Little Science Series Booklet dealing with the generation, distribution and usage of electricity in the home, on the farm, and in industry.

New Houses for Old—Your Guide to House Remodeling, by Reginald R. Hawkins and Charles H. Abbe. McGraw-Hill Book Company, New York, 1948.

A comprehensive, practical guide for the home owner, architect, building contractor, and building trades student, outlining in logical sequence all necessary information for successful and economic remodeling of houses, with helpful tips on repair and maintenance. Separate chapters on halls, stairs, living rooms, kitchens, bedrooms, etc. Specific material dealing with painting, wall papering, insulation, plumbing, wiring and lighting, etc.

Klenke's Furniture Book, by William W. Klenke. The Manual Arts Press, Peoria 3, Illinois, 1949. Illustrated. $3.25.

This volume includes a complete coverage of machinery and tools, finishing, joinery, woods, and materials as well as working drawings and photographs of finished articles as made by the author in his own workshop. Exact copies of the works of master cabinetmakers and modern adaptations are also shown.

Mathematics for the Automobile Trades, Mathematics for the Carpentry Trades, Mathematics for the Electrical Trades, Mathematics for the Masonry Trades, Mathematics for the Painting Trades, Mathematics for the Plumbing Trade, Delmar Publishers, Inc., Albany 1, N. Y., 1949. $1.25 each except carpentry, $1.40, and plumbing, $1.30.

These Connecticut State Department of Education workbooks were developed for teaching mixed apprentice groups. Organized as workbooks, wire bound and paper covered, they present material from simple to complex, to permit the learner to progress as he can. Answer books for each trade are available from the publisher.

HOME ECONOMICS

Your Personal Economics, by Augustus H. Smith, Gladys Bahr, and Fred T. Wilhelms. McGraw-Hill Book Company, New York, 1949. 458 pages, illustrated, $2.40.

Subtitled "An Introduction to Consumer Education," this book is a new second edition of a basic text on consumer problems, and is designed to give 9th and 10th grade students clear understanding of the basic problems facing consumers. With emphasis on attitudes, the book treats choice of vocation, getting and holding a job, budgeting, saving, shopping techniques, credit, buying and spending, insurance, home buying and renting and consumer protection.

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These workbook materials, developed by the Division of Trade and Industrial Education of the State of Connecticut, have proved their utility and value in training programs throughout the entire nation.

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Answer books for each trade are available.

The Connecticut State Department of Education workbooks, through organization of problem material from simple to complex, allow each learner to progress according to his own capacity. These books, now wire-o-bound in durable paper covers to "lie flat," are available for examination.

Quantity orders are being accepted for Fall Courses and Immediate Shipments can be made.

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- Textiles
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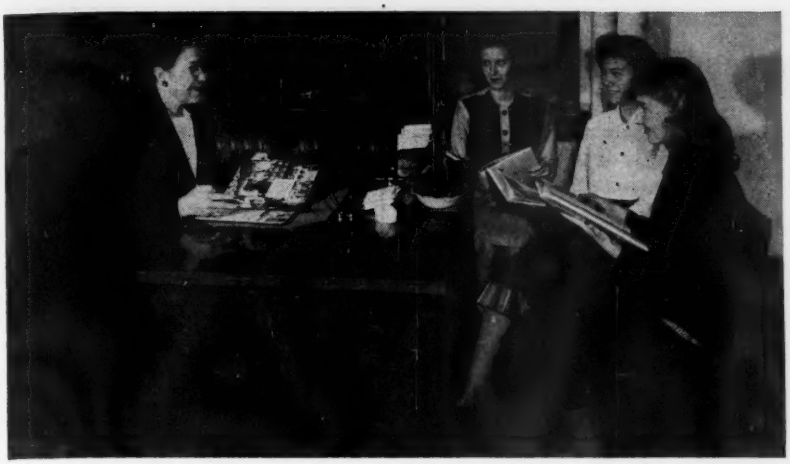
***Write Dept. VJ-39** for Examination copies or Free Descriptive Brochure.*

Delmar Publishers, Inc.
Albany 1, New York



The late Edna M. Engle, Principal of the Barton Vocational High School, at work in her office.

Miss Edna M. Engle, of 4416 Marble Hall Road, Baltimore, Md., died following a serious operation in the Church Home Infirmary on Thursday morning, January 27, 1949. Miss Engle, who had served as Principal of the Barton Vocational High School in Baltimore since September 1, 1930, was a life member of the American Vocational Association.

After six years of teaching home economics outside of Maryland, Miss Engle accepted a position as teacher of Home Economics Education at Western High School, Baltimore, in 1920. After four years at Western, she served one year as a teacher in the Forest Park High School. On April 2, 1925, she was appointed Assistant Supervisor of Home Economics Education in Baltimore, and it was from this position that she was transferred to the principalship of the Barton Vocational High School.

Miss Engle was graduated from the Scottsdale, Pennsylvania, High School. She received her B.S. degree from Hood College in 1914 and her M.A. degree from Columbia University in 1927. She had an excellent record as a teacher and Assistant Supervisor of Home Economics Education. As Principal of the Barton Vocational High School she showed unusual interest in the students of the school. She was recognized nationally and locally as a leader in Home Economics Education and vocational education for girls.

The public schools of Baltimore, and particularly the Division of Vocational Education, suffered an irreparable loss in Miss Engle's death.

Dr. George Holland Baldwin, 56, Assistant Director of the Rhode Island Department of Education and State Director of Vocational Education, died January 31, 1949, at his home, 208 Hope Street, Bristol, Rhode Island. Associated with the State Department of Education since 1922, Dr. Baldwin always pleaded for a more extensive state-supported plan of vocational education. His contributions to education have been recognized nationally. A member of the American Vocational Association, the National Education Association, the Southern Rhode Island Branch of the American Association for the Advancement of Science, and the Barnard Club, Dr. Baldwin also served as a member of the Farm Board of the United States Department of Agriculture since 1941.

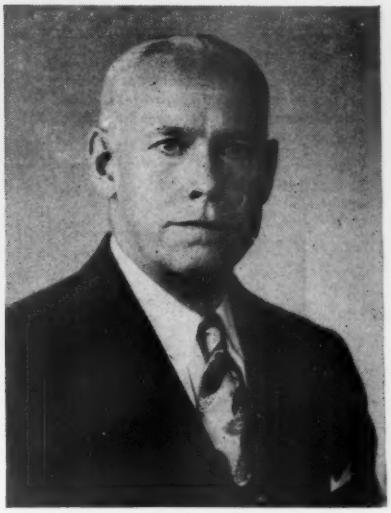
During World War II, Dr. Baldwin was director of vocational education for war production workers and at the end of the war he became a member of the State Veterans' Retaining and Re-employment Committee, of which he was chief of the vocational section. A former president of the Rhode Island Institute of Instruction, he served as a member of the Institute's committee on state support and legislation until the time of his death. The honorary degree of Doctor of Education was awarded to him in 1938 by the Catholic Teachers' College of Providence.

William E. Caswell, a member of the faculty of the Industrial Arts Department of Millersville State Teachers College in Pennsylvania, died of acute cardiac dilatation very suddenly at his home on January 17, 1949. Mr. Caswell, who joined the faculty of the Millersville State Teachers College in September, 1948, was engaged in the supervision of practice teaching off the campus. He received his Bachelor's degree at Mansfield State Teachers College, his Master's degree at Ohio State University, and was working toward the Doctorate at Pennsylvania State College. A former teacher in the laboratory school at Mansfield and the McDonogh School, McDonogh, Md., Mr. Caswell was a member of Phi Delta Kappa, Iota Lambda Sigma, Epsilon Pi Tau, and the American Vocational Association.

Wendt-Sonis Award Winners in Missouri

Three 1948 graduates of Hannibal High School, Hannibal, Missouri, were the winners of the Wendt-Sonis Industrial Award which is offered annually by the Wendt-Sonis Company, manufacturers of carbide cutting tools, to the three students who receive the highest number of points in mathematics, English, science, mechanical drawing, and shop work. First prize of $100 went to Wayne Clark; second prize of $50 went to Byron Morris; and third prize of $25 went to Raymond Well. The Wendt-Sonis Industrial Awards were originated as a means of stimulating student and community interest in the vocational-industrial program of Hannibal High School.

IN TRIBUTE



Glen C. Cook

Vocational Agriculture Loses National Leader

Vocational education in agriculture has suffered a severe loss through the sudden and untimely death of **Glen C. Cook,** Assistant Professor of Agricultural Education at Michigan State College. Mr. Cook was Agriculture Editor for the AMERICAN VOCATIONAL JOURNAL.

In good health up until a few days before his death, Mr. Cook was carrying on normal activities when he was stricken with a fatal heart attack.

In addition to Mr. Cook's teaching duties, he was serving on the editorial board of the JOURNAL, writing for a section in Better Farming Methods, working toward a Doctorate degree, and attending to a number of personal activities.

Mr. Cook produced or collaborated on 11 texts and reference books in agriculture and also was the author of more than 60 articles which were published in professional and agricultural magazines. He began his career as a teacher in a rural school in Nebraska. After graduating from the University of Nebraska and receiving his M.S. degree there, he taught vocational agriculture in Nebraska for five years. He was assistant supervisor of vocational agriculture and assistant teacher trainer in North Dakota for eight years. After spending two years at the University of Hawaii as a teacher trainer in agriculture, Mr. Cook joined the staff of Michigan State College. During World War II, he served in the U. S. Office of Education as Special Representative on Rural War Production Training. A national authority on the teaching of farm mechanics, much of the improvement in farm mechanics programs can be traced to Mr. Cook's influence. His book, "Handbook on Teaching Vocational Agriculture," is used as a standard text in institutions throughout the United States.

Leaders in vocational education owe much to Glen C. Cook for the many contributions he made through his writings toward greater efficiency in teaching programs.

News from Industry

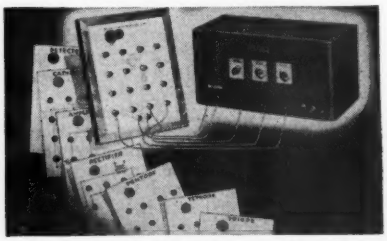
As a service to our readers we present news of equipment, gadgets, catalogs and materials of interest to vocational educators.

SOUTH BEND LATHE WORKS has announced a new General Catalog.

The complete line of South Bend 9", 10", 13", 14½", 16", and 16/24" swing Precision Quick Change Gear and Toolroom Lathes, and ½" and 1" collet capacity Turret Lathes is described in this new 64 page general catalog No. 100-G.

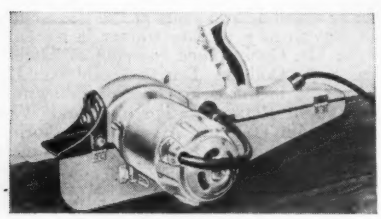
A copy of this general catalog No. 100-G may be obtained by writing to the South Bend Lathe Works, 176 East Madison Street, South Bend 22, Indiana.

The electronic experimentation and instruction course kit, manufactured by **KEPCO LABORATORIES** of Flushing, New York, is the basis for a fundamental course in electronics and offers the laboratory technician a most convenient means of experimentation with electronic circuits and hook-ups. It includes 27 keyed circuit diagrams. The last four to be added are: Converter; I. F. Amplifier; Detector-AVC-AF Amplifier; A. F. Power Amplifier. These new circuits constitute the Superheterodyne Radio Group.



Each of the 27 circuit diagrams, in a Kepco Electronic Circuit Panel Kit, is printed on sturdy bristol board and punched to fit over spring-type binding posts which are wired to octal sockets. The binding posts accommodate up to 10 number 20 solid wires. In addition to the 27 printed circuits, supplied with each kit, there are three master charts and a number of blank keyed sheets to enable the instructor or experimenter to initiate circuits.

Detailed and complete information on the Kepco Electronic Circuit Panel Kit and the Kepco Laboratory Multiple Power Supply can be obtained by writing to the Kepco Laboratories, Inc., Flushing, New York.



Speedmatic Plane

PORTER-CABLE MACHINE COMPANY announces a new line of portable electric woodworking machines designed for the building and wood specialty industries. The group includes a high-speed Router, a pedestal table Shaper, a power Plane, and a door-lock Mortiser.

A single power unit serves all four tools and can be interchanged in a moment. This feature effects a saving of $267—the cost of three extra motors.

ACCENT ON YOUTH

CHARLES H. PERCY

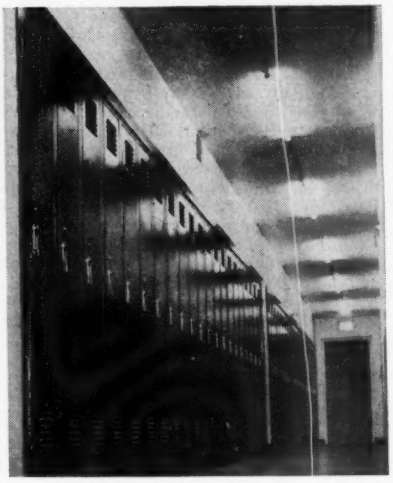
Charles H. Percy

The Board of Directors of the **BELL & HOWELL COMPANY** has announced the election of 29-year-old Charles Harting Percy to the office of president. He thus becomes the youngest chief executive of a major industrial organization in America. For the past 26 years, the presidency has been held by Joseph H. McNabb, who died recently at the age of 61.

Announcement was made at the same time of the appointment of Albert Summers Howell, a founder of the company, as chairman of the Board; William E. Roberts, 34, secretary of the corporation, and Scott Harrod, 33, treasurer.

Percy is a product of the co-operative training program instituted by McNabb to select and develop executive talent from promising high school and college candidates. Having been associated with the company for over twelve years, Percy became an officer of the company and member of the seven-man board at the age of 23. For the past year, he has acted as the chief executive of the company during Mr. McNabb's absence from the city.

LYON METAL PRODUCTS, INC., Aurora, Illinois, is announcing a new line of steel-wood lockers. The entire framework and doors are of steel while all other parts are of steel re-inforced durable Masonite. All steel parts are finished in green enamel and the masonite is its natural brown color providing a pleasing contrast. These steel-wood lockers are equipped with a recessed handle,



finished in satin chrome. Number plates fit right in the handle. Lockers are made in both single and double tier in all of Lyon's standard sizes.

School children too young to participate in the actual stock shows at the September Fall Festival held at Monmouth, Ill., demonstrated their ingenuity with miniature scale-model stock raising farms, realistically set off with miniature beef cattle champions fashioned from Bersted's Hobby-Craft art models manufactured by **BERSTED'S HOBBY-CRAFT, INC.**, of Monmouth, Illinois.

Begun as an inter-school project by many rural schools near Monmouth, the completed miniature farm scenes were the result of several weeks' concentrated planning, building, modeling and painting with Hobby-Craft flexible rubber molds. Each project was a complete farm panorama, most of which included farm buildings, wind mills, fences, Hobby-Craft stock, and even grass. It was all built around the use of cattle for beef, general theme of the Fall Festival.

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ON EVERY-THING IN LATEST METAL AND WOOD-WORKING MACHINE TOOLS AND ACCESSORIES. WE SELL NATIONALLY KNOWN PRODUCTS ONLY. MOST OF THE FOLLOWING ITEMS ARE CARRIED IN STOCK.

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MILLING MACHINES, all types.
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JOINTERS, JIG SAWS, BAND SAWS, RADIAL SAWS.
SANDERS, all types.
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MITRE BOXES, ELECTRIC MOTORS.
AIR COMPRESSORS, PAINT SPRAYS.
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FURNACES, FORGES, gas & electric.
"BEAVER" portable pipe and bolt threading machines.
Hand Tool & Chests, Steel Lockers, Shelving.

Write now for complete information on any items in which you are interested

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Hawley Appointed Works Manager of Plomb Tool Company

A. L. Hawley, formerly Assistant Works Manager of the **Plomb Tool Company**, has been appointed Works Manager of the main factory in Los Angeles, according to C. W. Coslow, Vice-President in Charge of Manufacturing. Mr. Hawley joined the company in 1936, working successively in the Machine Shop, Tool Room and Engineering Department. In the course of his steady rise to his present position, he served as Assistant Factory Superintendent, Superintendent of Time Study, Chief Engineer, and Assistant Works Manager. Mr. Hawley had a major part in accelerating production during and after the war. In recent years, he has devoted much of his time to raising the quality standards of company products.

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PROPOSED EDUCATIONAL LEGISLATION

In the 81st Congress, as of February 16, 1949

Bill	*General Description*	
S. 18	To provide for education of children of Federal employees residing on Federal property	FEDERAL AID TO STATES
S. 127	To donate certain Federal-built schools to local communities	"
S. 133	To finance minimum foundation education program of public elementary and secondary schools	"
S. 137	"	"
S. 176	"	"
S. 246	(N.E.A. Bill)	"
S. 287	"	"
H.R. 136	"	"
H.R. 150	"	"
H.R. 400	"	"
H.R. 569	"	"
H.R. 814	"	"
H.R. 887	"	"
H.R. 952	"	"
H.R. 956	"	"
H.R. 1144	"	"
H.R. 1218	"	"
H.R. 1224	"	"
H.R. 1225	"	"
S. 320	To provide special program of elementary education for adults	"
S. 496	To reduce inequalities through education opportunities	"
H.R. 793	To provide more effective public kindergartens	"
H.R. 1201	To make reimbursement of construction costs of schools for Negroes and Indians	"
S. 39	To authorize FWA to make loans and grants for extending school facilities	"
H.R. 2287	To provide assistance for local school agencies in providing educational opportunities for children on Federal reservations or in defense areas	"
H.R. 2422	"	"
H.R. 2427	"	"
H.R. 2441	"	"
H.R. 2577	"	"
H.R. 2611	"	"
H.R. 2617	"	"
S. 834	To provide for construction of additional facilities in areas overburdened with war-incurred enrollments	"
H.R. 2423	"	"
S. 788	To aid in establishing and maintaining scholarship and loan programs to obtain education in 11th year of school or above	"
H.R. 2524	To provide for expansion and construction of dental colleges in States	"
H.R. 2525	To provide for dental education and assistance	"
H.R. 2584	To pay adequate salaries to elementary and highschool teachers	"
H.R. 2680	To assist in acquisition and construction of plant facilities for public schools	"
H.R. 2723	To provide temporary program for construction of public elementary and secondary schools	"
H.R. 2045	To provide assistance for expansion and construction of medical colleges in States	"
H.R. 499	To extend educational provisions to Merchant Seamen	SERVICEMEN'S READJUSTMENT ACT OF 1944
H.R. 137	To extend educational benefits to children of deceased veterans	"
H.R. 287	To provide college education for children of deceased veterans	VETERANS' AID
H.R. 1433	"	"
H.R. 500	To furnish textbooks to certain veteran students	"
H.R. 845	To increase subsistence allowance for those veterans pursuing certain educational courses	"
H.R. 2445	To exempt admissions to activities of elementary and secondary schools from tax on admissions	ADMISSION TAX EXEMPTION
H.R. 782	To create Department of Welfare	CREATION OF NEW DEPTS.
H.R. 184	To create Executive Department of Health, Education and Security	"
H.R. 6	To create Commission to plan internship in Federal Government of selected students	"
S. 656	To coordinate educational functions of Federal Government in a single agency	"
S. 493	To extend benefits to Virgin Islands	VOCATIONAL EDUCATION ACT
H.R. 164	To convey lands to Churntown Elementary School District, California	CONVEYANCE OF LAND FOR EDUCATIONAL FACILITIES
S. 818	To authorize transfer of certain lands in Putnam County, Florida, for educational use by University of Florida	"
H.R. 2121	To authorize conveyance of abandoned school properties in Alaska to local school officials	"
H.R. 2190	To provide education, etc., of Indians under jurisdiction of Sisseton Indian Agency, South Dakota	EDUCATION OF INDIANS
H.R. 554	To provide for improvement of school buildings at Hoopa, California	IMPROVEMENT OF SCHOOLS
S. 183	To provide for improvement of school buildings at Winnebago, Nebraska	"
S. 110	To broaden cooperative extension work between colleges, research agencies and Department of Labor	EXTENSION WORK
H.R. 61	"	"
H.R. 2565	"	"
S. 151	To provide additional military and naval academies	MILITARY AND NAVAL ACADEMIES
H.R. 81	"	"
H.R. 82	"	"
H.R. 24	To assure all District of Columbia residents equal privileges of places of public education	EQUALITY OF EDUCATION IN D. C.

Get These Teaching Helps on Lathe Operation

You can accomplish more in less time and with less effort if you use these books and films in your shop classes. They will help you make the work easier and more interesting. Their authenticity and effectiveness are attested by their extensive use in the better schools throughout the United States and at Army, Navy, and Air Force training centers.

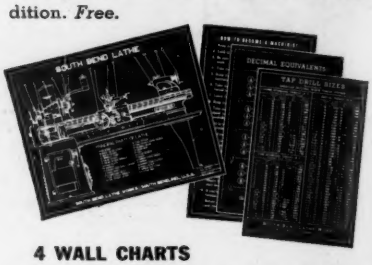
4 LATHE MAINTENANCE BULLETINS

Keep Your Lathe Clean — shows importance of protecting lathe from abrasive dirt. *Free.*

Oiling the Lathe — explains the necessity for adequate lubrication of the lathe. *Free.*

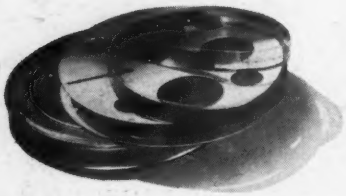
The Installation and Leveling of the Lathe — gives detailed installation and leveling information. *Free.*

Keep Your Lathe in Trim — tells how to keep the lathe in best operating condition. *Free.*



4 WALL CHARTS

These charts—"Principal Parts of a Lathe," "How to Become a Machinist," "Decimal Equivalents," "Tap Drill Sizes"— have been made especially for school use. 10c each. *Free samples.*



FILM NO. I THE METAL WORKING LATHE

Introduces the student to the standard back-geared, screw-cutting lathe by familiarizing him with principal lathe parts, their names, purpose, and operation. Showing time, 20 minutes. 16 mm sound film in full color. *Free loan.*

FILM NO. II PLAIN TURNING

Teaches all basic operations used in machining a shaft held between centers. It shows the use of calipers and micrometers, locating and drilling center holes, selecting cutter bits, facing, rough and finish turning. Showing time, 20 minutes. 16 mm sound film in full color. *Free loan.*

FILM NO. III GRINDING and USE of BASIC LATHE TOOL CUTTER BITS

Shows how to grind correct clearance and rake angles on cutter bits for rough and finish turning, cutting off, and thread cutting. Tool adjustment and action of bit when taking a cut are also shown. Showing time, 20 minutes. 16 mm sound film in full color. *Free loan.*

HOW TO RUN A LATHE

The original and complete student handbook on the operation and care of metal working lathes. Describes latest shop methods and practices used by industry. Clearly written in simple, non-technical language . . . every student should have a copy. 45th edition. 128 pages — 360 illustrations. 25c per copy. *Free sample.*

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MODERN SCHOOL SHOPS

A 24-page booklet for shop instructors and supervisors on modern school shops and their equipment. Illustrates excellent installations in all types of small and large school shops.

CATALOG 100-G

Every shop instructor and supervisor should have this catalog. It illustrates all sizes and types of South Bend Quick Change Gear Lathes and Toolroom Lathes with 9" to 16" swings, and Turret Lathes with 1/2" and 1" collet capacities (9", 10", 16" swings), also numerous attachments and accessories.

How to Order

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